

WHAT IN THE WORLD?



LEVEL 1 (GRADES 5 AND UP)

Alberta Votes

The Coronation of a King

Sudan on the Brink

Organ Donation: The Gift of Life

2022/2023: ISSUE 8



A monthly current events resource for Canadian classrooms

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WHAT IN THE WORLD

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Level 1, 2022/2023: Issue 8

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Please let us know if you or a colleague would like to receive a complimentary sample of any of our publications.

HAY'SXW'QA!

LesPlan is grateful to the Lkwungen Peoples, the Songhees and Esquimalt Nations, on whose unceded land we now live, and do our work.

We welcome your comments and appreciate your suggestions. Please contact us at any time.

MISSION STATEMENT

LesPlan Educational Services Ltd. aims to help teachers develop students' engagement in, understanding of, and ability to critically assess current issues and events by providing quality, up-to-date, affordable, ready-to-use resources appropriate for use across the curriculum.



I have had many parents comment to me about how great they think *What in the World?* is, and they look forward to each month's issue coming home... This is a great resource for a small country school to explore the global issues that affect us all.

K. Camelon, Grade 7/8 teacher

Admaston, ON

PUBLICATION SCHEDULE

A publication schedule listing the release dates for each issue is posted on the Subscriber page of our website at:

www.lesplan.com/subscribers

SUGGESTED APPROACH

WHAT IN THE WORLD? now offers even more flexibility to teachers and students while meeting key curriculum outcomes and utilizing best practice. In response to the need for students to develop 21st Century skills, the topics, themes, or big ideas of selected articles or the issues arising from them as well as the accompanying activities address many of the following competencies:

- Communication
- Collaboration
- Critical and Reflective Thinking
- Creative Thinking
- Personal and Social Responsibility (Citizenship and Character Education)
- Historical Thinking Concepts

Each article is accompanied by **Before** and **After** reading activities, appropriate to the topic or competencies embedded in the article:

Before Reading Activities	set the context and purpose for reading
After Reading Activities	help students consolidate, extend, and transform their thinking

After reading activities offer options from each of the skills below. The components accompanying each article may be used as a whole or individually, depending on the teacher's goals and the needs and interests of the class.

Literacy	Inquiry	Media Literacy
<ul style="list-style-type: none"> • comprehension questions • focused reading or notemaking strategy and accompanying organizer 	<ul style="list-style-type: none"> • online exploration • critical thinking questions • self-directed inquiry project 	<ul style="list-style-type: none"> • analyzing visuals (e.g., news photos, editorial cartoons, infographics, maps) • evaluating sources

To allow for further differentiation, **WHAT IN THE WORLD?** is available in two levels to meet students' varied reading abilities.

A Word file for each issue is also provided online, so teachers can quickly and easily modify articles and/or assignments as required.

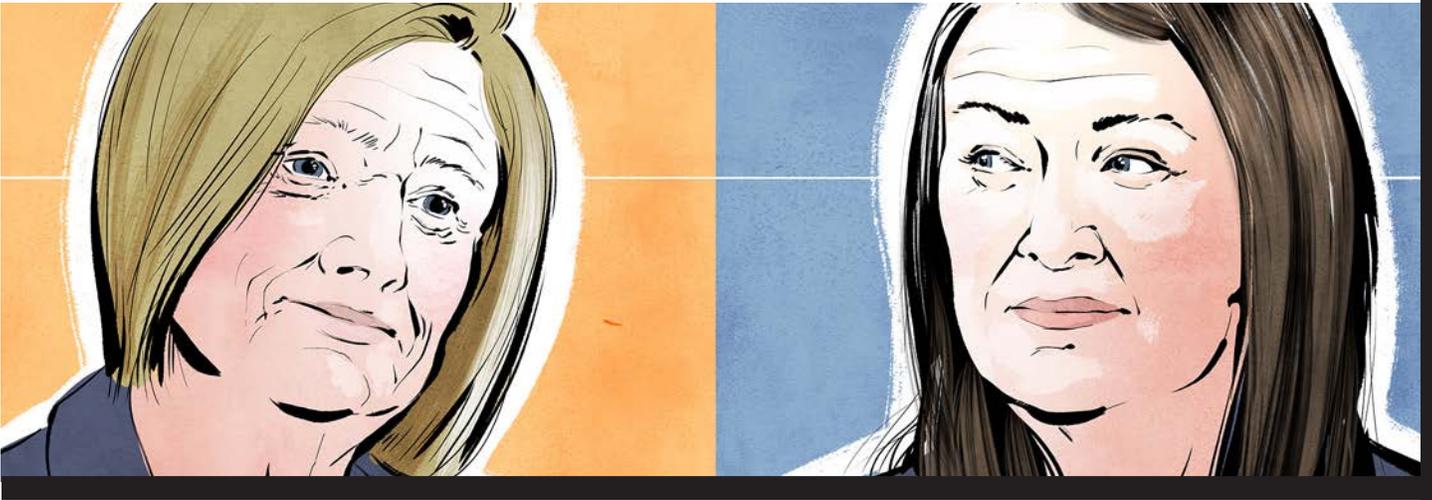
Note: To facilitate assessment, a comprehension quiz is included for each article. Teachers may also find the **Assessment Rubric** (p. 54) to be useful for providing students with formative, strength-based feedback, and/or assessing students' responses holistically.

DID YOU KNOW?

Our PDFs work seamlessly with assistive reading technology, and the Word version of this document can be uploaded to Google Classroom and many other online platforms.

**BEFORE READING**

1. Write the title of the article on the board: **Albertans Are Going to the Polls.**
2. Ask students to turn to a partner and share questions they have about the title. (E.g., *What are polls? Why are Albertans going there? Are residents in any other province or territory doing this? etc.*)
3. Share questions as a class. Clarify that the meaning of “Albertans are going to the polls” is that Alberta citizens will be voting in an election for the leadership of the province of Alberta.
4. Next, share the following acronyms that represent the two parties expected to receive the most votes in this election: UCP and NDP. Ask students to discuss and identify the full names of these parties.
5. Have students share what they came up with and the reasoning they used. [E.g., *They may be able to identify NDP (New Democratic Party) using their prior knowledge about the federal NDP; or the C in UCP (United Conservative Party) derived from the federal Conservative Party.*]
6. Finally, invite students to set a purpose for reading the article, referring to the resource page **Setting A Purpose Before Reading** (page 55) as needed.



Albertans will head to the polls on May 29. They will vote to decide who will form the next government and become premier.

The race for the top post is between two women. **Incumbent** Premier Danielle Smith heads the United Conservative Party (UCP). Rachel Notley leads the New Democratic Party (NDP). She was the Alberta premier from 2015 to 2019.

The UCP is to the right of centre on the political spectrum. That means its members prefer fewer government programs. They support individual freedoms and responsibilities. The NDP is left of centre. Its members believe that government programs must address social issues like poverty.

Alberta has 87 legislature seats. One party must take 44 to win. Since 2019, the UCP has had a big **majority government** of 63 seats. The NDP has just 23.

DID YOU KNOW?

About 4.6 million people live in Alberta.

TOO CLOSE TO CALL

In early May, however, analysts said that just one or two seats could decide the contest. Why is this race so close?

Polls suggest Albertans were unhappy over how the UCP handled the COVID-19 pandemic. As the crisis wore on, the UCP waffled about lockdowns, vaccines, and mask **mandates**. That caused spikes in the outbreak and triggered a

severe healthcare emergency. In 2022, anger over the issue forced then-UCP premier Jason Kenney to resign. Ms. Smith took over as party leader. While this played out, the NDP gained support.

On the other hand, Alberta's oil and gas industry has rebounded in recent months. That has brought in more **revenue** for the province. As a result, Alberta has a \$2.4-billion **budget surplus**. The UCP has used some of these funds to invest more in health care and education. These spending increases could prove popular with voters.

Several concerns are also shaping voters' decisions. A big one? The economy. High **inflation** is making people think about how much they pay in provincial taxes.

DEFINITIONS

BUDGET SURPLUS: when a body (such as a government) spends less during an accounting period than it takes in

INCUMBENT: someone who holds an official post at a particular time

INFLATION: a fall in the value of money and a general increase in prices; the rate at which this happens

MAJORITY GOVERNMENT: a government formed by one party with a majority over all other parties in the legislature

MANDATE: an official order given to someone to perform a particular task

REVENUE: the money that a government receives from taxes and fees



Ms. Smith says her party will cut personal income taxes by \$760 a year for people making more than \$60,000 annually. She is also promising to extend until the end of 2023 a temporary policy of not collecting provincial tax on gas and diesel.

For her part, NDP Leader Notley has a warning. She says cutting taxes could eat into funds and cause economic instability. To control spending, she says her party will use formulas set by economists instead. As well, she promises to further **diversify** Alberta's economy. She wants to make it less dependent on oil. She would also restore rental supplements for those who need them.

OTHER BIG ISSUES

COVID revealed major flaws in Alberta's healthcare system. Both leaders say they will fix the problems.

Among Ms. Smith's proposals? More private clinics where people pay for treatment. She says that will reduce the long wait times Albertans have endured for medical procedures. The UCP will also cut **red tape** and fix ambulance **bottlenecks**.

Finally, the party has put aside \$158 million to hire and retain health workers.

Ms. Notley says the NDP would recruit healthcare workers on a massive scale. She also pledges to create teams of family doctors, specialists, nurses, and mental health workers so Albertans can get care quickly.

Another issue? Calgary and Edmonton have seen an increase in crime. Ms. Smith says she will add 100 police officers to deal with this problem. She would also allot more money to help those with mental health and addiction issues.

Ms. Notley's plan? More money for policing and 150 more officers. She wants them to work in teams with social workers and mental health practitioners.

THE CALGARY FACTOR

The pandemic emptied many of Calgary's office towers because many people are now working from home. That's put pressure on businesses in the city's downtown. The policies the parties have for helping Alberta's largest city could decide the

election. It's where 26 seats are at stake.

How will the leaders help downtown Calgary? Ms. Notley proposes building a \$200-million post-secondary campus. Ms. Smith wants to spend \$330 million on a new sports arena for the Calgary Flames hockey team.

AN INTRIGUING MATCH

Pundits say this Alberta election is fascinating. First, two women are vying for the top spot. Second, each leader has held the job of premier before. However, that means they come with baggage. For example, Ms. Smith is facing an ethics investigation. The reason: She indicated she could help someone facing charges related to COVID-19 protests. As for Ms. Notley, when the NDP was in power, Alberta's **budget deficit** soared when revenue from the oil sector fell. That cost her support last time.

So which party will win? It's anyone's guess. Stay tuned for the outcome of this exciting race. ★

DEFINITIONS

BOTTLENECK: anything that delays development or progress, particularly in business or industry

BUDGET DEFICIT: when a body (such as a government) spends more money during a period than it takes in

DIVERSIFY: to develop a wider range of products, interests, skills, etc. in order to be more successful or reduce risk

PUNDIT: a person who knows a lot about a particular subject and who often talks about it in public

RED TAPE: official rules that seem more complicated than necessary and prevent things from being done quickly



COMPREHENSION QUESTIONS

1. What will happen on May 29 in Alberta?

2. How many seats are in the Alberta legislature? How many seats does a party need to win the election?

3. Name the current premier of Alberta. Which political party does she lead?

4. Where is this party on the political spectrum? What does this party stand for? Explain.

5. Name the current opposition leader. Which political party does she lead?

6. Where is this party on the political spectrum? What does this party stand for? Explain.

7. Explain why the ridings in Calgary are especially important in this election.

8. What policy has the UCP proposed to revitalize downtown Calgary?

9. What policy has the NDP proposed to revitalize downtown Calgary?

10. List and describe at least two other key election issues.

**ORGANIZER**

A. The two parties expected to receive the most votes in Alberta's provincial election are the UCP and the NDP. Using the details provided in the article, complete the following chart with dot jot notes to compare the two parties and their positions on key election issues.

	UCP	NDP
Full party name		
Party leader		
Economy		
Health care		
Crime		
Revitalizing Calgary		
Other		

B. After gathering and considering the information in the above table, *if I were a registered Albertan voter, I would vote for the UCP / NDP (circle one) because:*

-
-
-



NATIONAL

ALBERTANS ARE GOING TO THE POLLS

INSTRUCTIONS

1. Use the link below to complete the table to show the results of the past eight Alberta elections:

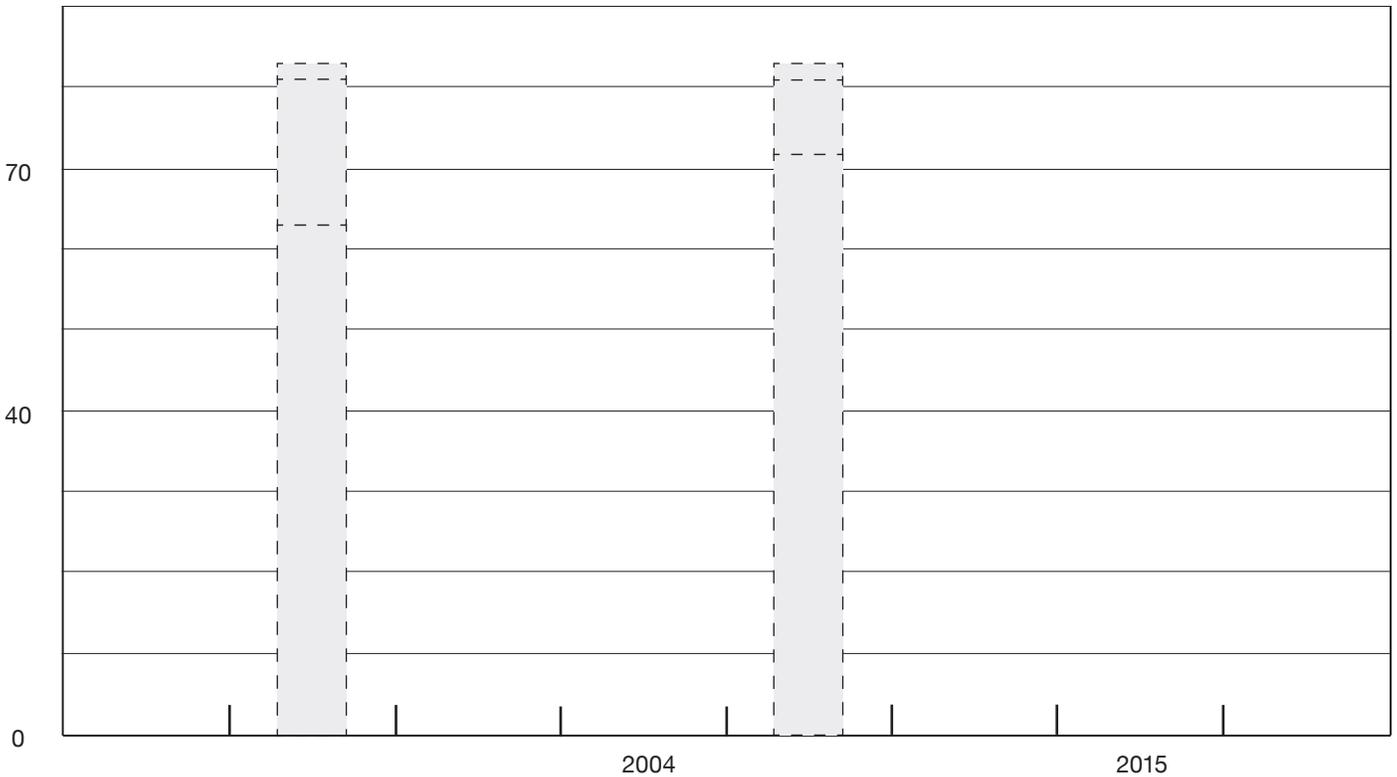
<https://www.elections.ab.ca/elections/election-results/historical-results/>

Party	1993	1997	2001	2004	2008	2012	2015	2019
Liberal		18			9			
NDP			2	4				24
Progressive Conservative	51						10	
United Conservative								
Wildrose						17		

2. Plot a bar graph to show each party's total seat count for each election from 1993 to 2019. Shade the bar segments using the colours below for each major party.
3. Label your graph with a proper title.
4. Carefully examine your graph. What observations can you make and what conclusions can you draw?

<div style="border: 1px solid black; width: 40px; height: 20px; background-color: red; margin: 0 auto;"></div> <p>red</p>	<div style="border: 1px solid black; width: 40px; height: 20px; background-color: orange; margin: 0 auto;"></div> <p>orange</p>	<div style="border: 1px solid black; width: 40px; height: 20px; background-color: lightblue; margin: 0 auto;"></div> <p>light blue</p>	<div style="border: 1px solid black; width: 40px; height: 20px; background-color: darkblue; margin: 0 auto;"></div> <p>dark blue</p>	<div style="border: 1px solid black; width: 40px; height: 20px; background-color: green; margin: 0 auto;"></div> <p>green</p>
Liberal	NDP	Progressive Conservative	United Conservative	Wildrose

Seats





NATIONAL

ALBERTANS ARE GOING TO THE POLLS

QUESTIONS FOR FURTHER THOUGHT

1. Pre-election polls suggest that Albertans were unhappy with the UCP's handling of the COVID pandemic. As you see it, what might Premier Danielle Smith need to do in this election to win back voters who were disappointed by her party's actions during the height of the pandemic? Support your ideas with examples.

2. During election campaigns, parties often run advertisements, many of which are referred to as "attack ads", that point out the reasons NOT to vote for their competition. Do you believe that attack ads are effective in influencing the way that people vote? Give reasons to support your response.

Note: These links may be helpful:

<https://www.cbc.ca/news/canada/calgary/alberta-election-ucp-ndp-attack-ads-1.6830991>

<https://www.cbc.ca/player/play/2203010115660> [7:36] (podcast)



NATIONAL

ALBERTANS ARE GOING TO THE POLLS

QUESTIONS FOR ONLINE EXPLORATION

Note: The links below are listed at www.lesplan.com/links for easy access.

1. Observers are calling this election the “Battle for Alberta”. Learn more:

<https://www.cbc.ca/player/play/2201356355857> [1:39]

<https://www.cbc.ca/news/canada/edmonton/alberta-election-2023-provincial-five-things-to-watch-1.6817251>

<https://www.cbc.ca/news/canada/calgary/alberta-provincial-election-begins-1.6826423>

<https://www.yout-ube.com/watch?v=HtUJtVkZLqU> [12:21]

What questions do you have?

2. Learn more about the key issues in this election and what is important to Alberta voters:

<https://www.cbc.ca/player/play/2200964163554> [13:23-18:35]

<https://www.cbc.ca/player/play/2190303299850> [3:33]

<https://www.cbc.ca/news/canada/calgary/vote-compass-calgary-flames-city-council-arena-deal-provincial-election-1.6833437>

3. A string of provincial wildfires has collided with the election campaign in Alberta. Learn how this disaster might impact the election:

<https://www.cbc.ca/news/canada/calgary/opinion-back-napkin-wildfire-alberta-election-delay-scenarios-1.6836678>

<https://www.cbc.ca/player/play/2204129347677> [8:58] (podcast)

<https://www.cbc.ca/news/canada/calgary/alberta-election-state-of-emergency-wildfire-1.6835093>

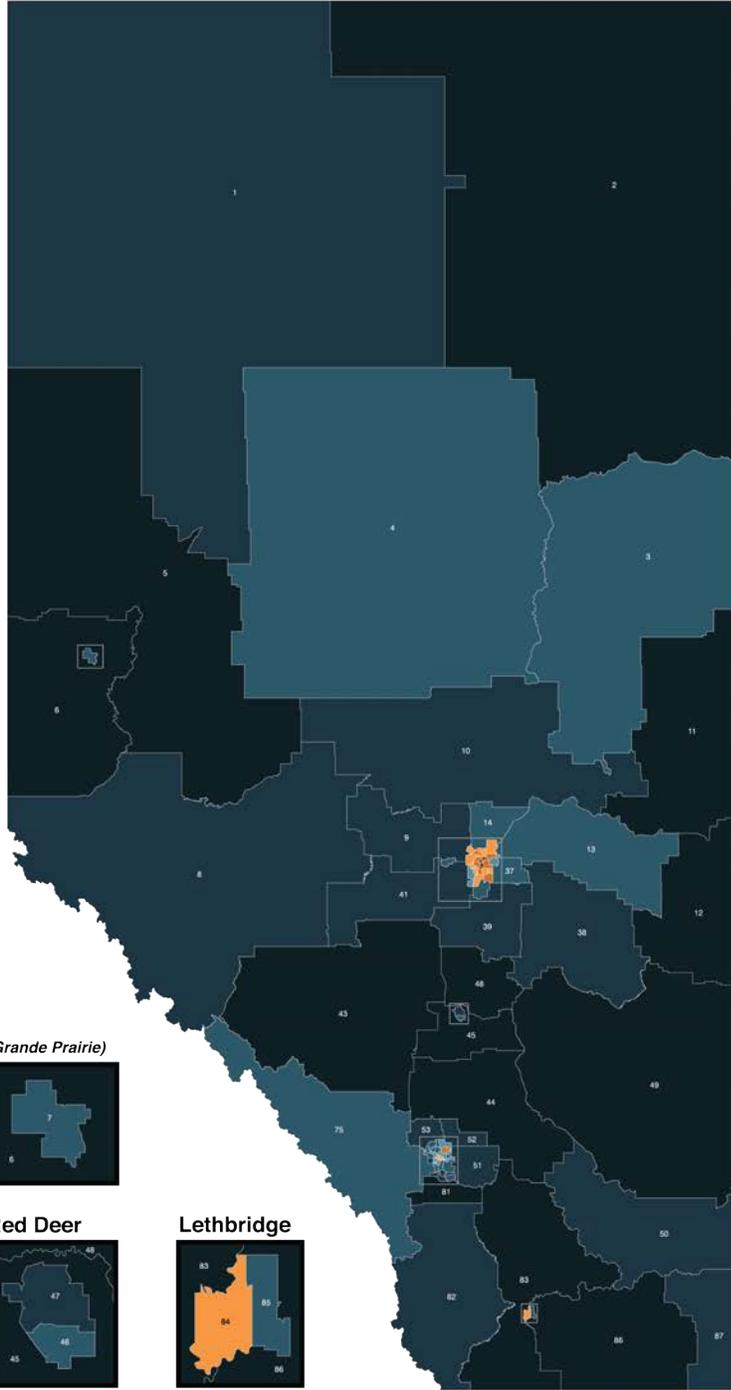
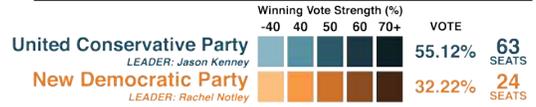


NATIONAL

ALBERTANS ARE GOING TO THE POLLS

INFOGRAPHIC

Alberta Provincial Election, 2019



(Grande Prairie)



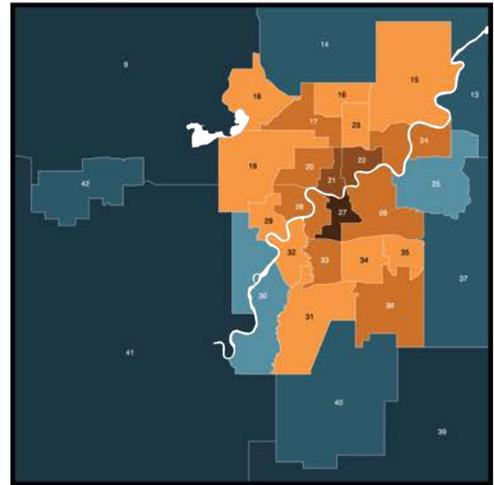
Red Deer



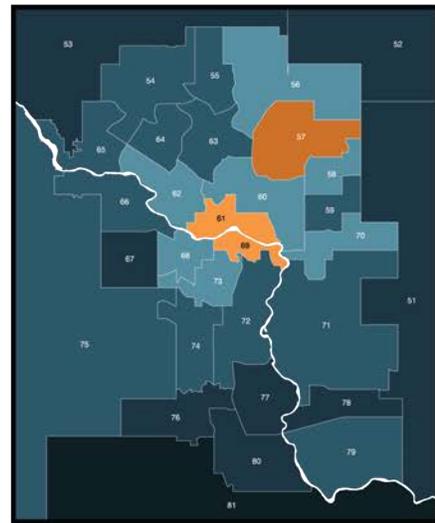
Lethbridge



Edmonton / Spruce Grove



Calgary



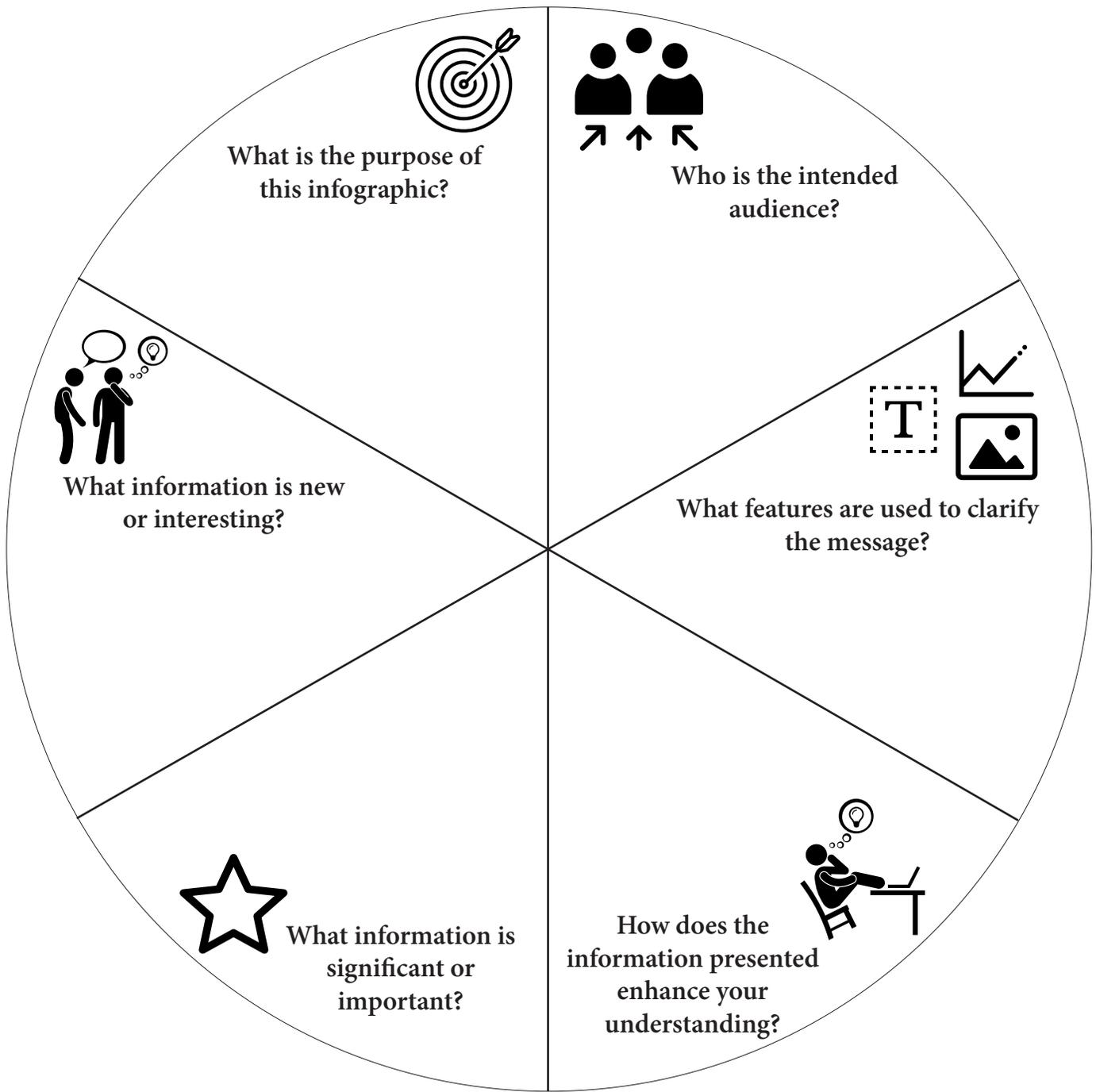
- | | | | | | |
|---------------------------------------|--------------------------------|---------------------------------|----------------------------|---------------------------|--------------------------|
| 1. Peace River | 16. Edmonton-Castle Downs | 31. Edmonton-South | 45. Innisfail-Sylvan Lake | 60. Calgary-Klein | 75. Banff-Kananaskis |
| 2. Fort McMurray-Wood Buffalo | 17. Edmonton-North West | 32. Edmonton-Whitemud | 46. Red Deer South | 61. Calgary-Mountain View | 76. Calgary-Lougheed (+) |
| 3. Fort McMurray-Lac La Biche | 18. St. Albert | 33. Edmonton-Rutherford | 47. Red Deer North | 62. Calgary-Varsity | 77. Calgary-Fish Creek |
| 4. Lesser Slave Lake | 19. Edmonton-West Henday | 34. Edmonton-Mill Woods | 48. Lacombe-Ponoka | 63. Calgary-Beddington | 78. Calgary-Hays |
| 5. Central Peace-Notley | 20. Edmonton-Glenora | 35. Edmonton-Meadows | 49. Drumheller-Stettler | 64. Calgary-Edgemont | 79. Calgary-South East |
| 6. Grande Prairie-Wapiti | 21. Edmonton-City Centre | 36. Edmonton-Ellerslie | 50. Brooks-Medicine Hat | 65. Calgary-North West | 80. Calgary-Shaw |
| 7. Grande Prairie | 22. Edmonton-Highlands-Norwood | 37. Strathcona-Sherwood Park | 51. Chestermere-Strathmore | 66. Calgary-Bow | 81. Highwood |
| 8. West Yellowhead | 23. Edmonton-Decore | 38. Camrose | 52. Airdrie-East | 67. Calgary-West | 82. Livingstone-MacLeod |
| 9. Lac Ste. Anne-Parkland | 24. Edmonton-Beverly-Clareview | 39. Maskwaicis-Wetaskiwin | 53. Airdrie-Cochrane | 68. Calgary-Currie | 83. Cardston-Siksika |
| 10. Athabasca-Barrhead-Westlock | 25. Sherwood Park | 40. Leduc-Beaumont | 54. Calgary-Foothills | 69. Calgary-Buffalo | 84. Lethbridge-West |
| 11. Bonnyville-Cold Lake-St. Paul | 26. Edmonton-Gold Bar | 41. Drayton Valley-Devon | 55. Calgary-East | 70. Calgary-East | 85. Lethbridge-East |
| 12. Vermilion-Lloydminster-Wainwright | 27. Edmonton-Strathcona | 42. Spruce Grove-Stony Plain | 56. Calgary-North East | 71. Calgary-Peigan | 86. Taber-Warner |
| 13. Fort Saskatchewan-Vegreville | 28. Edmonton-Riverview | 43. Rimbey-Rocky Mountain House | 57. Calgary-McCall | 72. Calgary-Acadia | 87. Cypress-Medicine Hat |
| 14. Morinville-St. Albert | 29. Edmonton-McClung | 44. Sundre | 58. Calgary-Falconridge | 73. Calgary-Elbow | |
| 15. Edmonton-Manning | 30. Edmonton-South West | 44. Olds-Didsbury-Three Hills | 59. Calgary-Cross | 74. Calgary-Glenmore | |

(+) Party Leader's Riding

https://en.wikipedia.org/wiki/2019_Alberta_general_election



ANALYZING AN INFOGRAPHIC



What questions do you still have about the topic presented?

**BEFORE READING**

1. Poll the class to see how many students watched part or all of King Charles III's coronation.
2. Organize the class into small groups, strategically placing students who have some knowledge of the ceremony with students that don't.
3. Using either of the following two links, preselect a number of photos that depict key moments in the coronation and provide one or two photos to each group:
<https://www.bbc.com/news/uk-65506969>
<https://www.bbc.com/news/resources/idt-ode6e8ac-7a8a-4a6f-8748-89e874eb7bfa>
4. Have groups list key words that come to mind when they view their photos. Also have each group identify a question they have about each photo.
5. Share ideas as a class. Post photos in a gallery to refer to at a later time.
6. Finally, invite students to set a purpose for reading the article, referring to the resource page **Setting A Purpose Before Reading** (page 55) as needed.



On Saturday, May 6, a dramatic ceremony took place in London's historic Westminster Abbey. It drew hundreds of thousands of people from Britain and across the globe to the city. Millions more watched the event on TV.

A CROWNING MOMENT

What caused all the excitement? The coronation of Charles III. The event formalized his role as king of the United Kingdom and 14 nations, including Canada. It was a moment of **pomp**, ritual, and 1000-year-old traditions.

Charles has in fact been king since last fall. He is the eldest son of Queen Elizabeth II. She died in September 2022. That made him **heir** to the throne. But the crowning took place

after a time of mourning for Elizabeth, a very popular monarch who ruled for 70 years.

The coronation is a solemn **rite**. Experts say it uplifts and transforms a monarch in the eyes of the people.

A ROYAL PROCESSION

Coronations are true spectacles. Officials spent months planning this one using a playbook dating back to the 11th century. The event began with a 2.3-kilometre procession from the king's official residence, Buckingham Palace, to Westminster Abbey. The church is 754 years old. It has been the site of 39 coronations. William the Conqueror was the first king crowned there in 1066.

King Charles and his wife Camilla arrived at the church in a gilded coach pulled by six grey horses. Flanking them were 1000 members of the British military.

Nearly 30,000 police officers were stationed along the procession route and elsewhere. **Monarchists** and tourists lined the streets for hours – some camping out overnight – just to catch a glimpse of the couple.

THE BIG EVENT

At the church, 2000 invited guests celebrated. They included Prime Minister Justin Trudeau, other leaders, and celebrities. The **Archbishop of Canterbury**, head of the **Church of England**, conducted the ceremony. The assembly shouted "God Save

DEFINITIONS

ARCHBISHOP OF CANTERBURY: head of the Church of England

CHURCH OF ENGLAND: also called the Anglican Church, the primary state church in England

HEIR: a person who has the legal right to receive somebody's property, money or title when that person dies

MONARCHIST: a person who believes that a country should be ruled by a king or queen

POMP: the impressive clothes, decorations, music, etc. and traditional customs that are part of an official ceremony

RITE: a ceremony performed by a particular group of people, often for religious purposes



the King” as trumpets blared. Next, Charles took an oath to uphold the law and to **venerate** the Church. The Archbishop **anointed** him with holy oil.

King Charles then took his place on the Coronation Chair. It was built in 1300 for his ancestor Edward 1. He held two golden **scepters** and the Royal Orb. This golden ball symbolizes his role as a Christian leader. At last, St. Edward’s Crown, weighing about 2.3 kilograms, was placed on his head. The 360-year-old gold relic has 444 bright gems.

Camilla was crowned with a headpiece worn by Queen Mary in 1911. Camilla’s title is Queen Consort, the name given to the wife of a reigning monarch.

The two then returned to the palace in an 18th-century coach. Thousands of soldiers cheered. Across Britain, people celebrated. The Royals attended a concert in their honour featuring singer Katy Perry, and others. May 8 was declared a holiday, and citizens were encouraged to spend it volunteering.

THE KING'S ROLE TODAY

Charles modernized his coronation in some ways. For example, Hindu, Sikh, Muslim

OF COLONIALISM AND THE COMMONWEALTH

Aside from being king, Charles heads the Commonwealth of Nations, a 56-country organization. Today it supports the values of democracy, gender equality, sustainable development, peace, and security.

But critics of the Commonwealth see it as a relic of **colonialism** and the British Empire. That was a period starting in the 16th century when British influence expanded around the globe. Britain took raw materials from faraway territories, and controlled them with trade and shipping policies.

One of Britain’s most important colonies was India, which it ruled between 1858 and 1947. Indians today say the British looted their country, robbing it of priceless jewels and other goods. They are demanding that these items be returned. By one estimate, the British siphoned off \$45 trillion from India over a period of 200 years.

Among the treasures Indians claim is theirs? The Koh-i-Noor diamond, a stone the size of an egg valued at \$20 billion. The jewel was supposedly “gifted” to British Queen Victoria in 1849 by an Indian leader. It was placed in Queen Mary’s crown, but because of the controversy, Camilla replaced it with other gems.

and Jewish leaders played a big role in the event. That showed that he respects all faiths.

Another change? Charles' guest list, at 2000, was considered small. Britain's economy is doing poorly, so he wanted his event to be relatively modest. It still cost British taxpayers about \$125 million, however. As well, for the first time ever, the public was invited to pledge allegiance to the king. Yet just 55 percent of Britons fully support the monarchy.

“[It] does seem an odd request when so many of us think that the monarchy is outdated,” said a Green Party member. “And I really think that the king is rich enough to pay for his own coronation.”

The big question: Can Charles make a 1000-year-old institution relevant in the 21st century?

That remains to be seen. ★

DEFINITIONS

ANOINT: to put oil or water on somebody’s head or body as part of a religious ceremony

COLONIALISM: the practice by which a powerful country controls another country or territory

SCEPTER: a decorated rod carried by a king or queen at ceremonies as a symbol of their power

VENERATE: to have and show a lot of respect for something that is considered to be holy or very important



COMPREHENSION QUESTIONS

1. What important event occurred in September 2022 that affected the United Kingdom?

2. When and where was King Charles III's coronation held?

3. Why was the coronation delayed for eight months?

4. What is the name of King Charles' official residence?

5. Describe the procession from the palace to Westminster Abbey.

6. Who performed the coronation ceremony?

7. Briefly describe at least two of the traditional objects that were part of the coronation ceremony.

8. How did King Charles try to modernize his coronation? Explain.

9. As king, what does Charles III lead beside the United Kingdom?

10. Why has support for the monarchy decreased over the years? Explain.



KING CHARLES IS FORMALLY CROWNED

QUESTIONS FOR FURTHER THOUGHT

1. The article states that only 55 percent of British people fully support the monarchy. In addition, King Charles III's popularity has not kept up with that of his mother, Queen Elizabeth II. In your opinion, what actions could King Charles take to boost his likability? Give examples.

2. The article tells us that a number of changes were made to modernize and scale down the coronation, such as inviting fewer guests. Despite these changes, British taxpayers footed the \$125-million bill for the ceremony, at a time when many of them are just getting by. As you see it, should the royal family pay for its own activities and events? Why or why not? Explain.

3. The article quotes Green Party member Baroness Jones of Moulsecoomb, who says, "*Asking us to chant our allegiance does seem an odd request when so many of us think that the monarchy is an outdated institution that needs drastic reform.*" Do you agree or disagree with her statement? What kinds of reforms can you suggest that might make the monarchy more relevant? Give reasons to support your response.



QUESTIONS FOR ONLINE EXPLORATION

Note: The links below are listed at www.lesplan.com/links for easy access.

1. View the key moments in the coronation ceremony:

The procession to Westminster Abbey: <https://www.bbc.com/news/av/uk-65507470> [1:02]

The crowning of the king: <https://www.cbc.ca/player/play/2203201603814> [0:42]

Prince William pledges his loyalty: <https://www.cbc.ca/player/play/2203257923937> [0:29]

Camilla is crowned: <https://www.cbc.ca/player/play/2203210819712> [0:38]

The procession to Buckingham Palace: <https://www.bbc.com/news/av/uk-65511789> [1:03]

Waves from the balcony: <https://www.cbc.ca/player/play/2203237955513> [0:58]

What questions about the coronation do you have?

2. Take a closer look at the coronation regalia and special clothing designed for this event:

<https://www.theglobeandmail.com/canada/article-coronation-regalia-visual-guide/>

<https://www.bbc.com/news/av/uk-65231561> [1:22]

<https://www.bbc.com/news/uk-65507923>

3. Which countries are part of the Commonwealth of Nations and which recognize King Charles III as their sovereign? <https://www.bbc.com/news/uk-43715079>

4. Not everyone feels favorably towards the British monarchy, given its history of colonialism and treatment of its colonies and their peoples. Learn more:

<https://www.cbc.ca/player/play/2070815299734> [25:13] (podcast)

<https://www.cbc.ca/player/play/1979285059726> [7:05]

What do you predict will be the future of the Commonwealth?

5. Will Canadian currency change now that King Charles III is the new monarch?

<https://www.cbc.ca/player/play/2203301955885> [7:09] (podcast)

<https://www.cbc.ca/news/canada/king-charles-image-money-1.6835006>



INTERNATIONAL

KING CHARLES IS FORMALLY CROWNED

Imagine that you are an investigative reporter interviewing a person in this scene. Generate two powerful questions to ask in your interview. (A powerful question is not easy to answer, is specific to the situation, is open-ended and requires further research.) Then, record plausible answers – those that are most likely to be given, believable, and supported by evidence in the image.

Empty speech bubble for writing a question.

Empty speech bubble for writing an answer.



King Charles III waves from the carriage beside Queen Camilla during the Royal Procession following the king's coronation, in London on May 6, 2023. (THE CANADIAN PRESS/Nathan Denette)

Empty speech bubble for writing a question.

Empty speech bubble for writing an answer.



YOUR TASK:

Examine the editorial cartoon, then answer the following questions on a separate piece of paper:

1. What do you *already know* about King Charles III and his coronation?
2. Describe what you *see* in the cartoon.
3. As you see it, what might the cartoonist be saying about the king and the challenges he faces after his coronation? Explain.
4. For what reasons do you agree with the cartoonist? For what reasons do you disagree? Explain. ★



INFOGRAPHIC

Coronation schedule

King Charles and Queen Camilla travel in *King's Procession* from Buckingham Palace to Westminster Abbey in *Diamond Jubilee State Coach*



King's Procession includes 200 members of armed forces, with another 1,000 service personnel lining route

King's grandson, **Prince George of Wales**, and Camilla's three grandsons are among eight *Pages of Honour* tasked with carrying King and Queen's robes in procession through Abbey



During ceremony, Charles is anointed and crowned with **St Edward's Crown** – only time he will ever wear it. Camilla will be crowned with **Queen Mary's Crown**

King and Queen return to Buckingham Palace in *Gold State Coach*. *Coronation Procession* will feature 4,000 members of UK armed forces

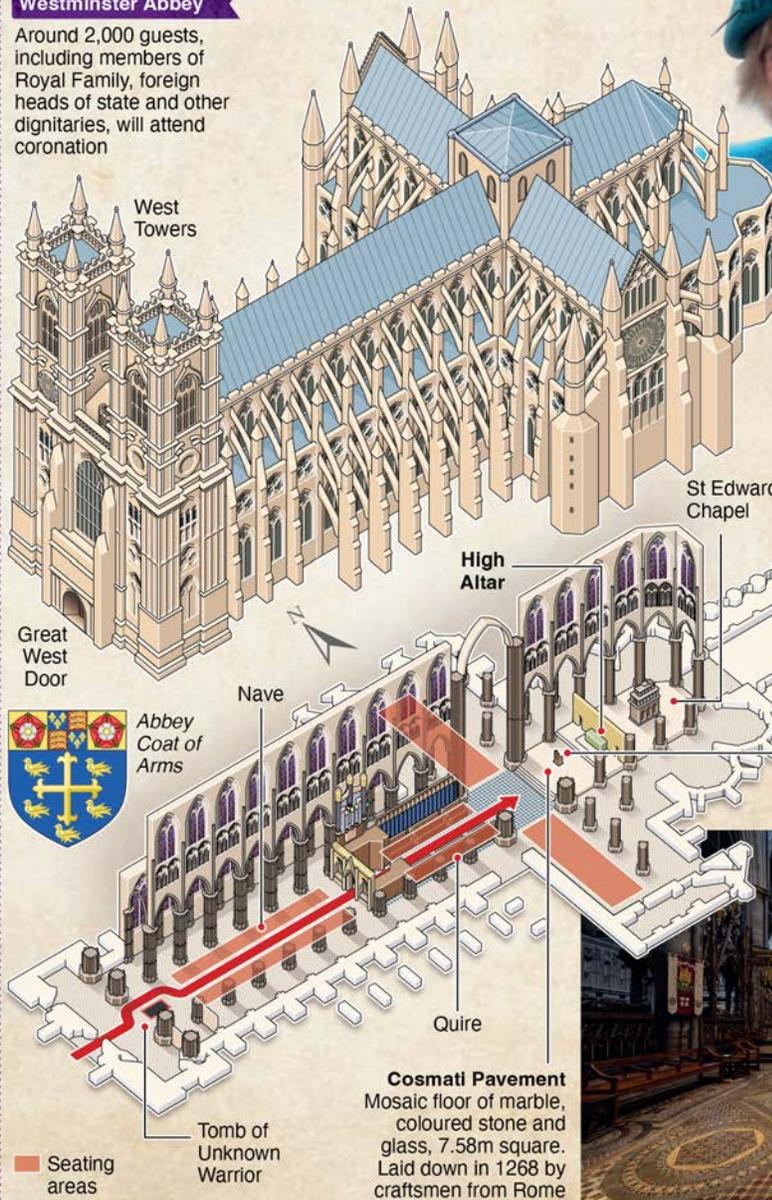
Charles and Camilla, with members of Royal Family, appear on Buckingham Palace balcony to witness six-minute flypast

Further celebrations include Windsor Castle concert and two days of community events

Coronation ceremony

King Charles III will become the 40th reigning monarch to be crowned at Westminster Abbey since William I – William the Conqueror – in 1066

Westminster Abbey
Around 2,000 guests, including members of Royal Family, foreign heads of state and other dignitaries, will attend coronation



Charles: At 74, he is oldest monarch to be crowned king
Camilla: 29th Queen Consort to be crowned in Abbey



Coronation Chair
Made to house coronation stone of Scotland. In use at every coronation since 1308



Cosmati Pavement
Mosaic floor of marble, coloured stone and glass, 7.58m square. Laid down in 1268 by craftsmen from Rome

Sources: Westminster Abbey, The Royal Family

Pictures: Getty Images, Newscom, Dean and Chapter of Westminster

© GRAPHIC NEWS



INFOGRAPHIC

1 RECOGNITION

Sovereign is presented to those gathered in Westminster Abbey by **Archbishop of Canterbury**

Congregation shouts **God Save the King!** and trumpets sound

CORONATION CHAIR

St Edward's Chair used for every coronation since 14th century

Stone of Scone
Symbol of Scottish sovereignty seized by **Edward I** in 1296. It was returned to Scotland in 1996 on condition it would be used in future coronations



2 OATH

Only part of ceremony required by law – act passed in 1689

Monarch swears to uphold law and Church of England. Wording altered to reflect any changes in territorial composition of UK or Commonwealth

3 ANOINTING

Wearing plain white linen robe, monarch sits in Coronation Chair as hands, breast and head are anointed with holy oil. **Sacred moment will not be televised**

AMPULLA

Gold flask holds holy oil consecrated in Jerusalem. Secret recipe known to include orange flowers, roses, jasmine and cinnamon



CORONATION SPOON

Used to dispense oil. Oldest item in regalia, dating to 12th century



4 INVESTITURE

King dressed in **Supertunica** – gold silk robe – and presented with symbolic ornaments including **Jewelled Sword of Offering** (left)

After receiving **Stole** and **Imperial Mantle**, king receives **Sovereign's Orb** (left) – reminder that monarch's power is from God – **Sovereign's Ring** (above), **Sovereign's Sceptre with Dove** and **Sovereign's Sceptre with Cross**

Investiture culminates with **archbishop placing St Edward's Crown** on king's head

Coronation of King Charles III

The Coronation ceremony has remained largely unchanged for 1,000 years and comprises five main parts – the recognition, the oath, the anointing, the investiture, and the homage

Liber Regalis

Elements of coronation ceremony set out in manuscript of 1382



St Edward's Crown

Weighing 2.2kg, made of solid gold with 444 precious and semiprecious stones

Sovereign's Sceptre with Dove
Represents monarch's spiritual role



Sovereign's Sceptre with Cross
Linked to good governance

Cullinan I
530-carat diamond

Imperial Mantle
Woven in coloured threads, featuring crowns, fleur-de-lis, eagles, roses, thistles and shamrock. Made for coronation of **George IV** in 1821

Supertunica
Made for coronation of **George V** in 1911. Worn by **George VI** in 1937 and **Elizabeth II** in 1953



WESTMINSTER ABBEY

King Charles and **Queen Camilla** will be crowned in front of 2,000 guests, including members of Royal Family, foreign heads of state and other dignitaries

CROWNING OF QUEEN CONSORT

Simpler ceremony involves anointing queen's head with holy oil and investing her with regalia, including crown

QUEEN MARY'S CROWN

Controversial **Koh-i-Noor** diamond replaced by other Cullinan diamonds

Koh-i-Noor set in crown for coronation of **Queen Mary** in 1911



Once queen is crowned, she is enthroned

CORONATION PROCESSION

King Charles III, now wearing **Imperial State Robe** of purple velvet and **Imperial State Crown** (left), and **Queen Camilla** leave Abbey in **Gold State Coach**

King and Queen, with other members of Royal Family, make appearance on balcony of **Buckingham Palace**

Cullinan II
317-carat diamond

Stole

Embroidered band of gold silk, remade for late Queen in 1953



Built in 1762, and notoriously uncomfortable

Sources: The Royal Family, Westminster Abbey, Encyclopaedia Britannica

Pictures: Newscom, Getty Images

© GRAPHIC NEWS



INFOGRAPHIC

King Charles III coronation procession

The King and Queen Consort will travel from Buckingham Palace in the new Diamond Jubilee Coach and return from Westminster Abbey in the Gold State Coach used for every coronation since 1831

DIAMOND JUBILEE COACH

Built 2012 in Sydney, Australia including wood from HMS Victory, Mary Rose and Royal Yacht Britannia

Weight: 3 tonnes

Six horses

Electric windows

Heating/air conditioning

Hydraulic suspension

CENTRAL LONDON

Green Park

Lancaster House

Clarence House

St James's Palace

Admiralty Arch

Charing Cross

Horse Guards Parade

10 Downing Street

Westminster

Houses of Parliament

Westminster Abbey: Service begins 11am

100m / 328ft

START: Buckingham Palace

THE MALL

ST JAMES'S PARK

WHITEHALL

GOLD STATE COACH

Built 1762, giltwood – layer of gold leaf on wood

Eight horses required to pull coach at walking pace

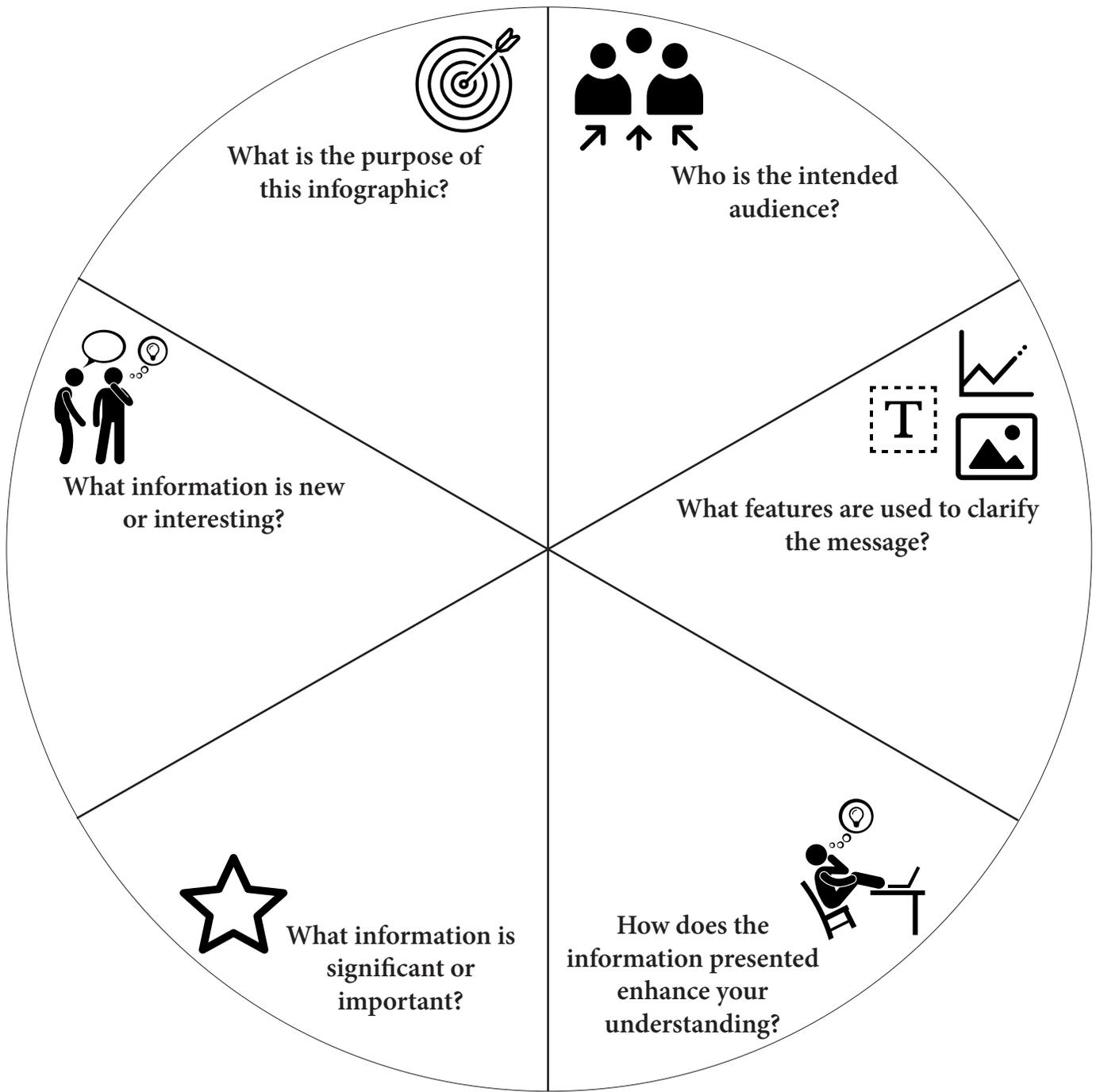
Leather strap suspension

Weight 4 tonnes

Source: Royal Collection Trust Pictures: Getty Images © GRAPHIC NEWS



ANALYZING AN INFOGRAPHIC



What questions do you still have about the topic presented?



KING CHARLES IS FORMALLY CROWNED

PUTTING IT ALL TOGETHER

A. Write the letter that corresponds to the best answer on the line beside each question:

- _____ 1. **What event led to Charles to become the new king?**
 - a) Charles' marriage to Camilla
 - b) his older sister stepped down from the throne
 - c) the death of Queen Elizabeth II
 - d) a royal election
- _____ 2. **Where was the new British king crowned?**
 - a) Buckingham Palace
 - b) Tower of London
 - c) Westminster Abbey
 - d) Windsor Castle
- _____ 3. **The Koh-i-Noor is an extremely valuable:**
 - a) painting
 - b) diamond
 - c) sculpture
 - d) emerald

B. Mark the statements T (True) or F (False). If a statement is True, write one important fact to support it on the line below. If a statement is False, write the words that make it true on the line below.

- _____ 4. **True or False?** The coronation ceremony was conducted by the Archbishop of Canterbury.

- _____ 5. **True or False?** King Charles III is the head of state of 56 countries.

- _____ 6. **True or False?** King Charles' coronation cost British taxpayers about \$500 million.

C. Fill in the blanks to complete each sentence.

- 7. Someone who supports being ruled by a king or queen is called a _____ .
- 8. _____ Palace is King Charles' official residence.
- 9. Great Britain controlled and ruled _____ from 1858 to 1947.

D. Respond to the following question in paragraph form. (Use a separate sheet of paper if necessary.)

10. As you see it, was the significance of King Charles III's coronation ceremony? Give reasons to support your response.

**BEFORE READING**

Please note: *This article contains sensitive content.* Please refer to the teacher resource page **Facilitating Discussions on Sensitive Topics** (pp. 52-53) before approaching this topic with your class.

Sensitive Content	At a Glance	Learning Outcomes
<p>This article is about the civil war in the African nation of Sudan that began on April 15. Please note that the article details and the supporting resources are difficult and touch on the topics of human civilian casualties, the displacement of nearly 860,000 Sudanese, and the challenging living conditions that survivors have been subjected to since the fighting began. The article also discusses the recent history of this trouble-plagued country including the overthrow of the previous leader, President al-Bashir, a cruel dictator accused of genocide and other crimes by the international criminal court. There are details of the reasons behind this conflict and the tense relationship between the opposing leaders, President al-Burhan and General Mohamed Hamdan Dagalo ‘Hemedti’, one-time allies, who worked together to end a 16-year civil war that began in 2003 and caused the deaths of some 300,000 people. It is normal for some students to feel a range of emotions when confronted with these topics. Encourage students to express any concerns they have about the material and discuss accommodations with them as needed.</p>	<ul style="list-style-type: none"> • The civil war in Sudan began on April 15, 2023; • The two sides in this conflict are led by Sudanese President Abdel Fattah al-Burhan and General Mohamed Hamdan Dagalo; • Since the beginning of the conflict, about 160,000 Sudanese have fled to neighbouring countries such as Egypt and Chad; another 334,000 have been displaced within Sudan; • The 5.2 million residents of Sudan’s capital, Khartoum, are facing food, water, and electricity shortages; • Looters are roaming the streets, and fighters have taken over homes and hospitals to use as military bases; • Sudan has a troubled history: <ul style="list-style-type: none"> - a 16-year-long civil war that started in 2003 caused the deaths of approximately 300,000; - in 2019, President Omar al-Bashir, a cruel dictator who had ruled for over 30 years, was overthrown. He is now in jail and accused of genocide and other crimes by the international criminal court; - the current president, General Abdel Fattah al-Burhan and his one-time ally, General Dagalo, lead the two sides in this conflict; - General Dagalo heads a paramilitary organization (RSF) which opposes President al-Burhan’s plan to integrate the RSF into the regular army; - observers believe that this conflict began because General Dagalo wants the RSF to remain independent of the regular army in order to retain his power over the lucrative gold mines in Sudan. 	<p><i>After reading this article, students will...</i></p> <ul style="list-style-type: none"> • understand the current situation in Sudan and the troubled history behind this conflict; • explain the humanitarian losses and devastation suffered by Sudanese civilians; • consider the importance of international cooperation during crises that require humanitarian aid.

**BEFORE READING**

1. Indicate to students that the article they will be reading describes a civil war in the country of Sudan. Write the term "civil war" on the board.

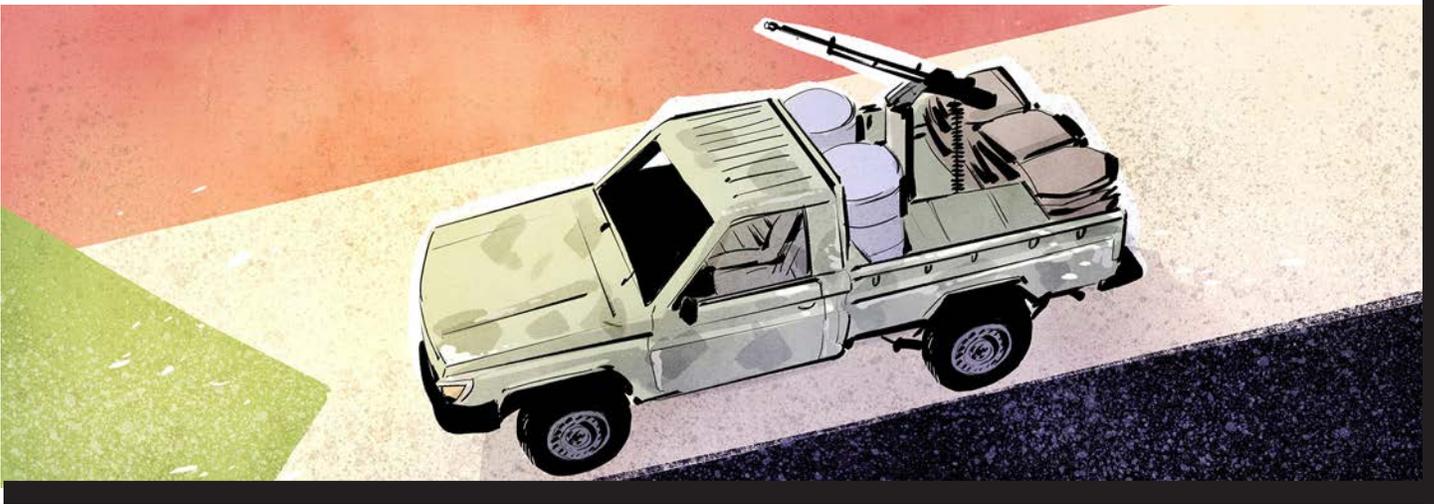
2. Use a think-pair-share strategy to have students:

- consider what civil war means them;
- share their ideas with a partner;
- share their ideas with another pair.

Note: Depending on the students' understanding of a civil war, you may need to provide clarification. (E.g., a war between citizens of the same country; an example would be the U.S. Civil War; etc.)

3. Next, have students brainstorm the potential reasons behind a civil war, then share their ideas aloud. (E.g., political control, financial control, humanitarian reasons like slavery, etc.) Make note of common ideas.

4. Finally, invite students to set a purpose for reading the article, referring to the resource page **Setting A Purpose Before Reading** (page 55) as needed.



A catastrophe is playing out in the troubled country of Sudan. Competing generals and their soldiers are fighting for control of the government. By mid-May, at least 600 people had been killed in the conflict. Five thousand more had been wounded.

The fighting began April 15. Since then, more than 160,000 people have fled this African nation for Egypt, Chad, and elsewhere. Another 700,000 people have been displaced within the country.

The 5.2 million residents of Khartoum, the nation's capital, are short of food, water, and electricity. Looters roam city streets, fighters have taken control of private homes, and hospitals have been shuttered, looted, or bombed, or are being used for military bases.

ABOUT SUDAN

Sudan, located in northeast Africa, is about the size of Nunavut – nearly two million square kilometres. Most of Sudan's population of around 47 million is Muslim. There is a small Christian minority. Arabic is the main language.

About 80 percent of Sudanese are farmers. They grow crops such as peanuts, wheat, sugarcane, tapioca, mangos, bananas, sweet potatoes, and sesame. In 2021, Sudan's main export was oil, which brought in \$395 million (US). Sudan is the world's 54th largest exporter of this resource.

Because of ongoing political instability, Sudan is one the poorest countries in the world. On average, people earn an annual income of just over \$1000 (Canadian). Before this crisis, nearly 16 million people needed humanitarian aid and about 3.7 million were already internally displaced. The United Nations says more than 19 million will face acute food insecurity this year due to this latest conflict.

COUP AFTER COUP

The conflict has its roots in events four years ago. That's when the government of then-president Omar al-Bashir was overthrown. Sudan's people were happy to see him go. Mr. al-Bashir, a cruel dictator,

ruled for 30 years. He is now in a Sudanese jail and wanted by the **international criminal court** for **genocide**.

How was Mr. al-Bashir removed from power? In 2019, huge protests called for him to step down. People wanted the nation

DEFINITIONS

GENOCIDE: the murder of a large number of people from a particular nation or ethnic group

INTERNATIONAL CRIMINAL COURT: the body that tries those charged with genocide, war crimes, and crimes against humanity



to transition to democracy. The country's military, the Sudanese Armed Forces (SAF), took advantage of the unrest to oust the dictator. Its leader, General Abdel Fattah al-Burhan, became president. He agreed to form a civilian-military government and to hold elections in 2022. But the arrangement didn't last long. The army blamed the civilian wing for Sudan's struggling economy. It staged another **coup** in 2021.

There's a more likely reason for the 2021 coup. Army leaders have a lot of economic power in Sudan. They control – and profit from – enterprises such as gold mining and military contracting. Democracy would bring this arrangement to an end.

A FIGHT FOR POWER

In any event, infighting soon began between President al-Burhan and another leader of the 2021 coup. He is General Mohamed Hamdan Dagalo, better known as Hemedti. The two were one-time allies. They both once even supported former president al-Bashir. And they both played a key role in a vicious 16-year **civil war** that began in 2003 in the western region of Darfur. It mainly pitted Arabs against non-Arabs. Some

300,000 people died in that conflict; another two million were displaced.

During the Darfur war, General al-Burhan ran the army. General Dagalo commanded Arab **militias** called Janjaweed. The two men cooperated. They used brutal tactics to squash the rebellion of poorly-treated non-Arabs.

DID YOU KNOW?

South Sudan used to be part of Sudan. In 2011, after over 20 years of guerrilla warfare, the South broke away. Some two million people died and four million were displaced as a result of this war, and the famine and disease it caused.

But now they disagree on how the country should be run. The big issue? General Dagalo is head of the Rapid Support Forces (RSF), a **paramilitary organization**. The RSF grew out of the Janjaweed. President al-Burhan wants the RSF to join the regular army under his control. That threatens Mr. Dagalo. The RSF has a big stake in Darfur's gold mines. If his forces become part of the regular army, he would likely have to give up control of the gold – and

his fighters – to President al-Burhan.

IS THERE A WAY OUT?

The two groups are equally matched. General al-Burhan's troops command the air and have more weapons. General Dagalo's fighters are better on the ground. There's no clear path to ending the conflict, and observers fear fighting may widen into tribal warfare.

“Before the war started, both Hemedti and General Burhan [stoked] ethnic divisions,” said one expert.

Meanwhile, ordinary Sudanese are despairing. Millions already live in refugee camps. About one-quarter of the population barely has enough to eat. That has forced some terrible choices.

“We didn't have food,” said a man trapped by the fighting for days. “[But] we preferred to die of hunger [than] by a bullet.”

Sadly, no one expects a quick resolution to end the fighting.

“They have had a year and a half after the coup where they failed to run the country. What sort of deal could these two men reach?” asked one analyst. ★

DEFINITIONS

CIVIL WAR: a war between groups in the same country
COUP: a sudden change of government that is often violent

MILITIA: non-professional soldiers with military training who can act as an army

PARAMILITARY ORGANIZATION: an illegal armed group



COMPREHENSION QUESTIONS

1. What is the population of Sudan? How many Sudanese are farmers?

2. Describe this country's economy.

3. List at least three other important facts about Sudan.

4. Who was the leader of Sudan from 1989 until 2019?

5. Where is he now?

6. Explain how and why he ended up there.

7. Name the new leader of Sudan who took over in 2019.

8. Explain who the Rapid Support Forces are. Who is the leader of this armed group?

9. When did the recent fighting start in Sudan? How have people been affected?

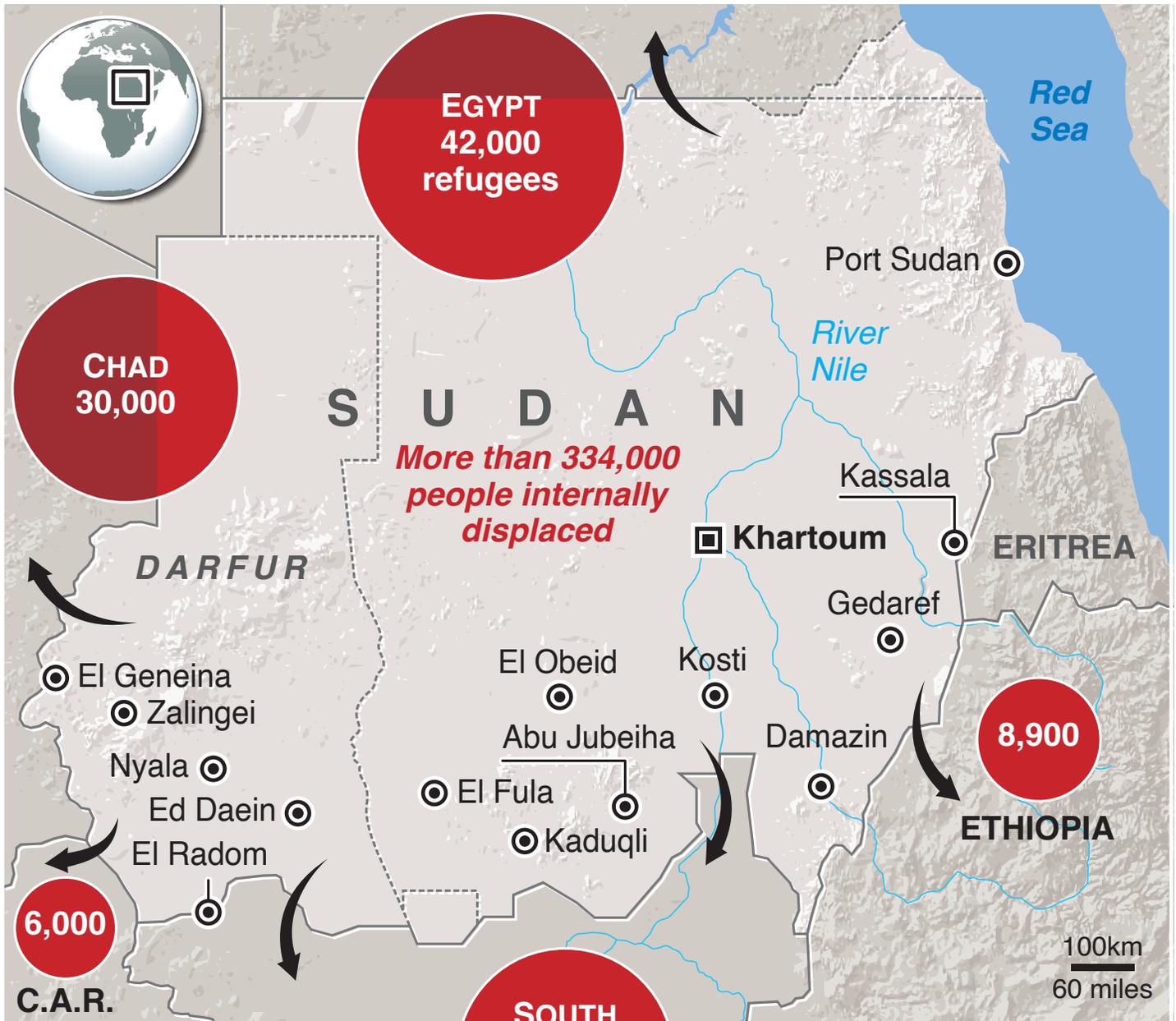
10. What was the reason for the outbreak of violence?



INFOGRAPHIC

Sudan conflict forces 100,000 to flee

The war has driven 100,000 people across Sudan's borders, with the fighting rapidly creating a humanitarian crisis



■ UN predicts over 800,000 people could try to escape conflict by end of year

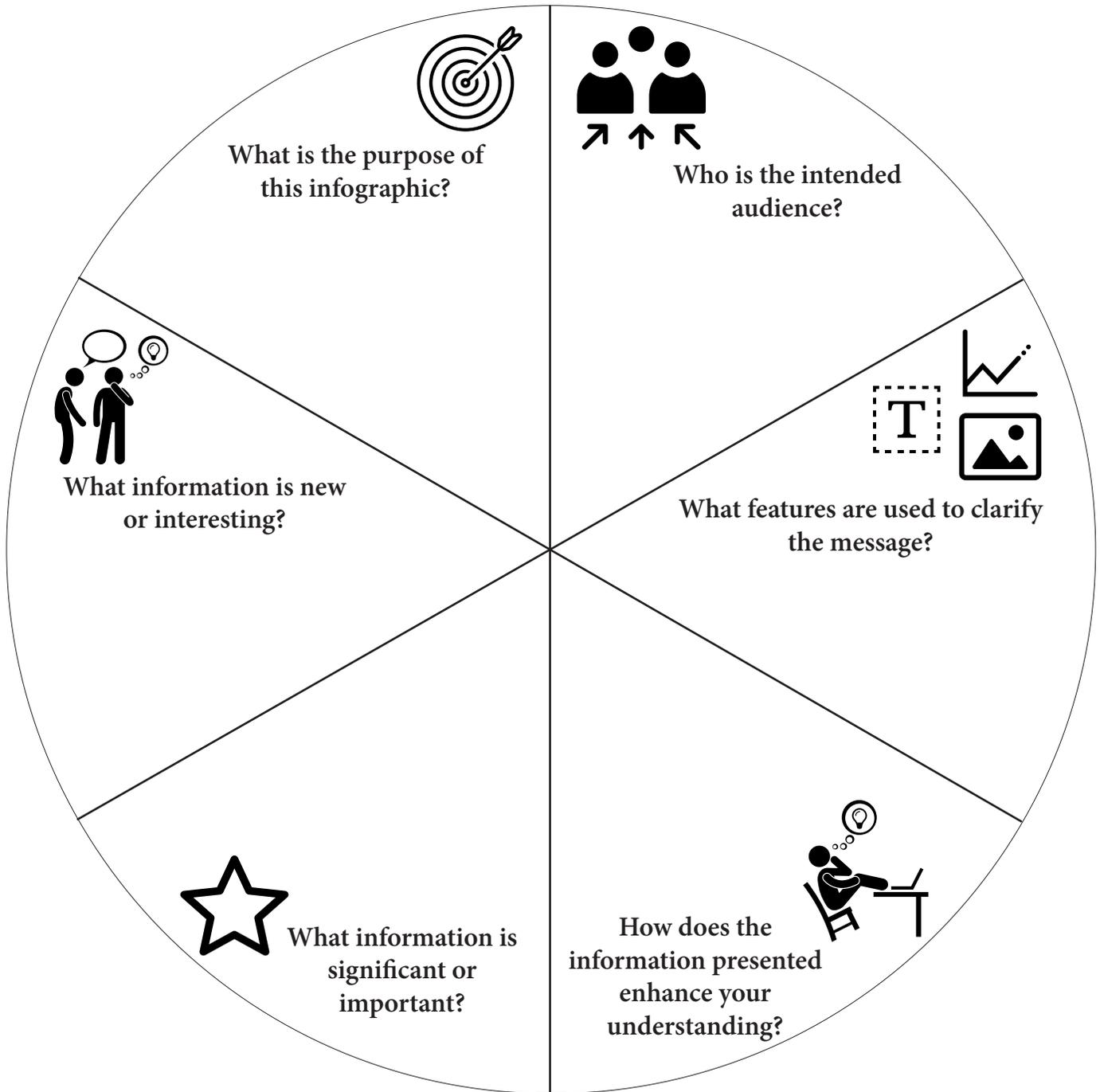
■ More than 450 people have died and over 4,000 injured – WHO estimates

Source: UNHCR

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ANALYZING AN INFOGRAPHIC



What questions do you still have about the topic presented?



QUESTIONS FOR FURTHER THOUGHT

1. Before this conflict, President al-Burhan and General Dagalo worked together as allies to oust Sudan’s former leader, President al-Bashir, from office. As you see it, how might the former relationship and cooperation between these two men influence their choices and actions as rivals during this civil war? Support your ideas with examples.

2. The article describes the terrible living conditions for many Sudanese citizens during this dangerous conflict. As you see it, what is the role of the international community in supporting Sudan and its citizens during this devastating civil war? Explain.



QUESTIONS FOR ONLINE EXPLORATION

Note: The links below are listed at www.lesplan.com/links for easy access.

1. Learn more about the situation in Sudan and the failed attempts at securing a ceasefire to get help to innocent civilians:

<https://www.yout-ube.com/watch?v=GSkWmYfXFYI> [4:58]

<https://www.cbc.ca/player/play/2201443907994> [2:06]

<https://www.cbc.ca/player/play/2202531395940> [2:07]

What did you learn?

2. Learn about the Canadian connection to Sudan and its efforts to evacuate Sudanese Canadians and Canadian nationals from the country:

<https://www.cbc.ca/player/play/2204153411552> [19:32] (podcast)

<https://www.cbc.ca/news/world/sudan-canada-evacuation-flights-1.6827327> [2:25]

<https://www.cbc.ca/player/play/2198807619662> [3:06]

<https://www.cbc.ca/player/play/2197833795710> [2:03]

<https://www.cbc.ca/news/world/sudan-conflict-exodus-1.6828034> [2:06]

<https://www.cbc.ca/news/politics/sudan-civil-war-evacuation-1.6833712>

Do you feel that Canada is doing enough to provide assistance during this conflict? Explain.

3. How has the United Nations responded to this conflict?

<https://news.un.org/en/story/2023/04/1135857>

4. Discover how this conflict might impact the international community:

<https://www.yout-ube.com/watch?v=gJ4lNyb-Pbg> [2:38]



MAP ANALYSIS

Examine the accompanying map. Then, answer the following questions.

A. Reading the map:

1. What is the title of this map?

2. What is the purpose of this map?

3. How are the cities, countries, and water bodies labelled?

4. How are directions represented on the map? Give an example.

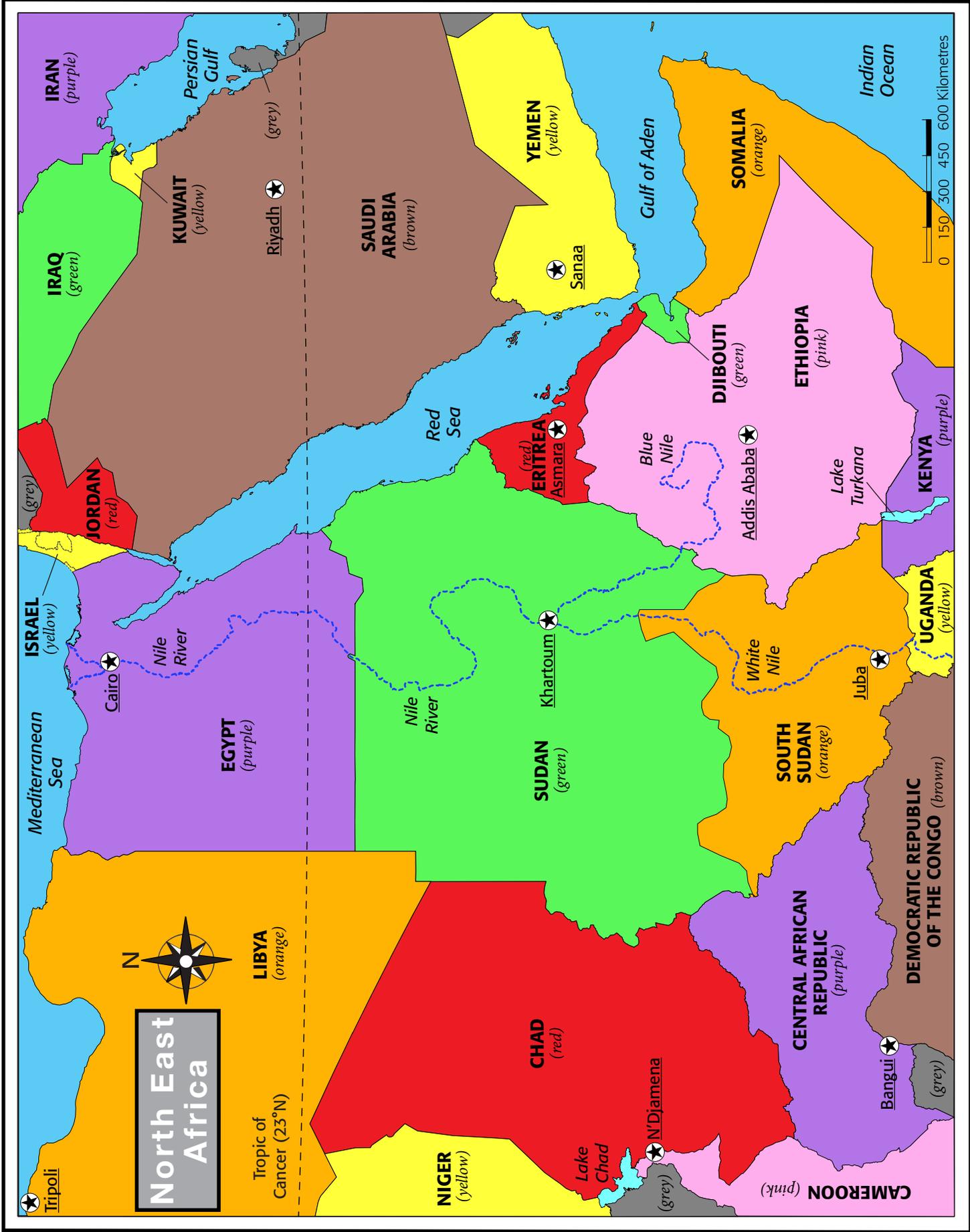
5. How is distance communicated on the map? Give an example.

6. What is the capital of Sudan?

B. Analyzing the map:

1. Describe the location of Sudan relative to other features on the map. Aim for 5-10 descriptors. (*E.g., Sudan is located to the south of Egypt.*)

2. In what ways does this map help you to better understand the context of the conflict in Sudan? Explain.





THE GIFT OF LIFE

– ORGAN DONATION IN THE SPOTLIGHT

BEFORE READING

1. Write "organ donation" on the board along with the following two questions:

Do you know or know of someone who needs/needed an organ donation?

Which organs are people able to donate/have transplanted?

2. Have students share what they know in small groups, then with the class. Clarify the answer to the second question if needed (*heart, kidneys, liver, lungs, pancreas, small intestines, eyes, bone, skin, and heart valves*).

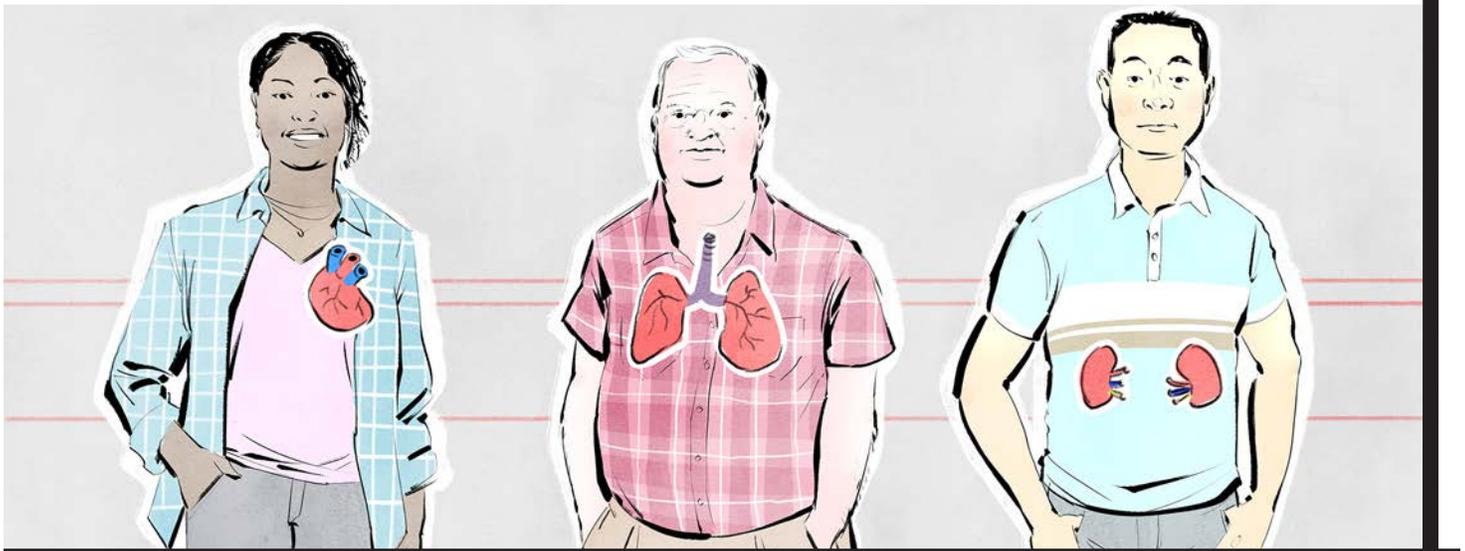
3. Divide the class in two. Have one group consider the reasons why people would choose to donate their organs. (E.g., *to help others; once you've died you don't need them anymore; etc.*) Have the other group consider the reasons why people would choose not to donate their organs. (E.g., *for reasons of faith; they may have pre-existing conditions they don't want to pass to a recipient; etc.*)

4. Invite students to share their thinking with the class.

5. Finally, invite students to set a purpose for reading the article, referring to the resource page **Setting A Purpose Before Reading** (page 55) as needed.

**THE GIFT OF LIFE**

– ORGAN DONATION IN THE SPOTLIGHT



Brandy Hehn of Regina, Saskatchewan, is alive today because people donated their organs. She is a two-time organ transplant recipient.

As a teenager, Ms. Hehn was diagnosed with a rare liver disease. In 2009, she received a liver transplant from a deceased donor. Then, her kidneys failed. She went on dialysis; that bought her some time. A dialysis machine removes toxins from the body when kidneys can't.

“Dialysis is zero, zero, zero fun,” says Ms. Hehn.

She was put on the transplant list for a kidney in 2020. As a former liver recipient, she was not sure she would be lucky enough to get a second donation. But she waited only a few months.

She believes it was the “Logan Boulet Effect” that helped her get a kidney in such a short time.

A TRAGIC EVENT

Five years ago the Humboldt Broncos bus crash shocked Canada. The Broncos are a Junior hockey team from Saskatchewan. On April 6, 2018, the team was going to a playoff game when a truck hit their bus. Thirteen passengers survived; sixteen died. One of the dead was twenty-one-year-old defenseman Logan Boulet.

Just weeks before the crash, Logan had signed his organ donor card. He had been inspired by his coach, Ric Suggit, an organ donor who died in 2017. Mr. Suggit's death saved lives. Logan wanted to do the same.

So on April 7, Logan's heart, lungs, liver, kidneys, pancreas, and corneas were donated. Officials later told his family that all the transplants were successful.

INSPIRED TO GIVE

Logan's generosity is a big part of the story of the tragic bus crash. Word spread across Canada. In the weeks following the accident, almost 150,000 people registered to become organ donors.

Today, the “Logan Boulet Effect” is still inspiring Canadians to sign up. Logan's parents, Toby and Bernadine Boulet, travel widely, sharing his story, hoping others will give the gift of life.

“We still get people who tell us, ‘I registered because of Logan's story,’” Bernadine said.

Logan's father, Toby, calls the “Logan Boulet Effect” movement a silver medal – the best thing to come out of their worst loss.

AN EVER-PRESENT NEED

Every April 7, Canada celebrates Green Shirt Day in Logan's honour. Green is the official colour of organ and tissue



THE GIFT OF LIFE

– ORGAN DONATION IN THE SPOTLIGHT

donation. It represents the hope donors provide to patients in need. As it happens, April is also Donor Awareness Month.

DID YOU KNOW?

Living donations are also possible. One kidney, or part of a liver, lung, small bowel, or pancreas can be donated. A kidney or part of a liver are the most common living donations.

In 2021, 2782 Canadian received transplants. More than 4000 are on a wait list. About 250 die each year before a lifesaving organ is found. A poll showed that 84 percent of Canadians favour the donation of human organs and tissue after death. Yet only 68 percent said they would donate their own. At present, less than one-quarter of Canadians are registered organ donors.

STEPS TO A TRANSPLANT

Provinces differ, but becoming a donor usually involves filling out a form, on paper or online. (Except in Nova Scotia. By law, anyone living there for a year or more is automatically a potential donor after death. People can opt out, however.)

Even if they register, most people won't become organ donors. Less than two percent of people die in a way that allows their organs to be transplanted.

Generally, donors have suffered an injury leading to brain death. A person who is brain dead has lost all brain function. The person has died even though the heart keeps beating and a machine maintains breathing.

Blood can still flow to other organs after brain death. So if the organs are healthy, they can be transplanted. The heart, liver, kidneys, lungs, pancreas, small intestine, eyes, bone, skin, and heart valves can all be donated. One donor can save up to eight lives and help 75 people or more.

Recipients are matched to organs based on blood type, height, and weight. Those most in need or who have been waiting longest get priority. Recipients who get a call race to a transplant centre because every second counts. Meanwhile, surgeons remove and package the donor organs for delivery to the centre. Once an organ arrives, the transplant team puts it into the patient, attaching it to arteries or veins so that blood can start flowing through it.

Recipients are on anti-rejection drugs for life. Rejection is the body's normal reaction to a foreign object or tissue. The immune system thinks the new organ is a threat and attacks it. Anti-rejection meds trick the immune system into accepting the transplant.

A patient's transformation can be remarkable. Before a transplant, someone can be on complete life support "with wires hanging inside and out of them," says James Breckenridge of the Canadian Transplant Association. Within a week, they are often walking and healthy.

"It's amazing to see," he says.

USING HER SKILLS

Brandy Hehn once found it hard to talk about her transplants. Her illness is a painful memory. But gratitude has brought her forward.

Ms. Hehn is a designer. She wanted to find a way to thank Logan's parents for promoting organ donation. So, she designed the 2023 Green Shirt Day logo. The logo has two hockey sticks. They symbolize the sticks that people put on porches after the Humboldt crash. The logo also has 29 stars, honouring everyone on the Broncos bus – those who died and those who lived. It also has calls to action: "Register" and "Tell your family."

"My hope is that people will see this design, wear the shirt and spread awareness about Green Shirt Day, the #LoganBouletEffect and what the Boulets continue to do for all of us needing an organ transplant." ★



THE GIFT OF LIFE

– ORGAN DONATION IN THE SPOTLIGHT

COMPREHENSION QUESTIONS

1. Which two living organ donor donations are the most common?

2. List at least four other organs that can be transplanted.

3. How many transplants were performed in Canada in 2021?

4. Where do the Humboldt Broncos play hockey?

5. What tragic event did this team experience five years ago?

6. Who was Logan Boulet?

7. Describe the how Logan Boulet became an organ donor. Who inspired him to do this?

8. What is the "Logan Boulet Effect"? Explain why it is still continuing.

9. When is **Green Shirt Day**?

10. What is the purpose of this special day? What colour is associated with this day? Explain.



THE GIFT OF LIFE

– ORGAN DONATION IN THE SPOTLIGHT

QUESTIONS FOR FURTHER THOUGHT

1. The article tells us the organ transplant story of Brandy Hehn and the components of her 2023 Green Shirt Day logo design. As you see it, how has Green Shirt Day impacted the lives of Ms. Hehn and other organ recipients and their families? Support your ideas with examples.

2. The province of Nova Scotia has a 'presumed consent' model of organ donation. This means that a person who has lived there for at least a year, and who dies, is presumed to be an organ donor unless they've opted out of this consent. Do you agree or disagree with this model? Give reasons to support your response.

3. A 2022 poll found that 84 percent of Canadians are in favour of organ and tissue donation. Yet according to the federal government, less than one quarter of Canadians are registered organ donors. As you see it, why might Canadians be hesitant to register for organ donation despite being supportive of it? Give reasons to support your response.



QUESTIONS FOR ONLINE EXPLORATION

Note: The links below are listed at www.lesplan.com/links for easy access.

1. Learn more about organ donor Logan Boulet and how his parents are honouring his legacy:

<https://www.cbc.ca/news/canada/calgary/humboldt-broncos-organ-donation-increase-1.4612143>

<https://www.cbc.ca/news/canada/manitoba/bronco-defenceman-organ-heartbeat-1.5976702>

What did you learn?

2. Discover how Green Shirt Day was established and how it has inspired the "Logan Boulet Effect":

<https://www.cbc.ca/news/canada/saskatchewan/loganbouleteffect-and-green-shirt-day-still-inspire-organ-donors-5-years-after-bus-crash-1.6804507>

http://www.cbc.ca/player/play/1481041987835_2:08

<https://greenshirtday.ca/>

What questions do you have?

3. Visit the Canadian Transplant Association and check out the ambassador tool kits for Green Shirt Day:

<https://www.canadiantransplant.com/green-shirt-day>

4. Hear from doctors and families why we should consider organ donation:

<https://www.cbc.ca/player/play/2020297795989> [44:57] (podcast)

<https://www.cbc.ca/player/play/2197544515597> [6:51] (podcast)

<https://www.cbc.ca/player/play/2198622787675> [8:09] (podcast)

What impressions do you take away from these discussions?

5. What does the federal government say about organ donation across Canada?

<https://www.canada.ca/en/health-canada/services/healthy-living/blood-organ-tissue-donation/organ-tissue.html>



THE GIFT OF LIFE

– ORGAN DONATION IN THE SPOTLIGHT

PUTTING IT ALL TOGETHER

A. Write the letter that corresponds to the best answer on the line beside each question:

- _____ 1. Which hockey team did Logan Boulet play for?
 a) Pittsburgh Penguins b) Saskatoon Blades
 c) Red Deer Rebels d) Humboldt Broncos
- _____ 2. What does Canada celebrate on April 7 each year?
 a) Give Blood Day b) the Logan Boulet Effect
 c) Green Shirt Day d) Hockey Day in Canada
- _____ 3. Which province has adopted a 'presumed consent' organ donation policy?
 a) Alberta b) British Columbia
 c) Nova Scotia d) Saskatchewan

B. Mark the statements T (True) or F (False). If a statement is True, write one important fact to support it on the line below. If a statement is False, write the words that make it true on the line below.

- _____ 4. **True or False?** Logan Boulet's parents continue to promote transplant awareness.

- _____ 5. **True or False?** One donor's organs can save up to eight lives and benefit over 75 people.

- _____ 6. **True or False?** Transplant recipients must take anti-rejection drugs for ten years.

C. Fill in the blanks to complete each sentence.

7. A _____ machine removes toxins from the body when the kidneys cannot.
8. Anti-rejection drugs trick the recipient's _____ system to accept the transplant.
9. The official colour of organ and tissue donation is _____.

D. Respond to the following question in paragraph form. (Use a separate sheet of paper if necessary.)

10. Describe how an organ transplant works. What are the main steps and key details of the process?
- _____
- _____
- _____
- _____
- _____
- _____



THE STEPS OF AN INQUIRY PROJECT

Choose a news article from this issue that you found interesting or surprising – one that caught your attention, sparked an ‘ah ha’, or left you wondering about something. Tap into your curiosity. What more do you want to know?

Before starting your Inquiry Project, do a little more research on your own to investigate the news story or topic in a deeper way. Notice the questions that come to mind as you read.

When you have a deeper understanding of the topic or issue, complete the **Inquiry Project Planner** on p. 49. Use the following steps to guide you:

1. A good inquiry project starts with a powerful inquiry question. This is an overarching question related to an important issue, problem, or concern in the news story or topic you have chosen. It should be something you are genuinely curious about or that is meaningful to you.

Inquiry questions are not easy to answer. They are open-ended (meaning that they can’t be answered with a yes or no response), lead to more questions, and require you to think or really investigate something. Answers to inquiry questions are not found by ‘Googling’!

A good inquiry question should have these 4 components:

- A question stem (e.g., *What is...? How can...? Why can’t...? What could...? What impact...? How would it be possible...? What would happen if...? How would you improve... Why do you believe...?*);
- Who is taking action and/or who will be impacted by the findings/answer (e.g., *you, your family, your school, your community, the world*);
- What the action is (e.g., *solve, reduce, develop, create, refine, educate, make, impact, improve, change*);
- What the problem or concern is.

For example, if, after reading an article that explains how COVID-19 spreads, I wanted to learn more about the benefits (or limitations) of wearing a mask, my inquiry question might be:

How can I educate students about the importance of wearing a mask in school? OR

How can I educate students about the limitations of wearing a mask in school?

Here are other examples of inquiry questions:

- *How might I create and sell something at profit, so I can contribute to my favourite charity?*
- *What could parents prepare for lunch if their child is allergic to gluten?*
- *What impact would reducing plastic take-out containers have on the environment?*
- *How can we attract more native birds and butterflies to our school garden?*

2. Then, brainstorm other smaller, supporting research questions that will help you arrive at the answer to your inquiry question. Aim for 4-5 questions to start. For example:

- *Do masks help stop the spread of COVID-19? If so, how? If not, why?*
- *Are all masks (or mask designs) equally effective?*
- *Who benefits from wearing masks? Who doesn’t?*
- *Where and when should masks be worn?*
- *Are there other measures that are more effective at stopping the spread of the virus?*

As you begin to research, you may find that there are other questions that you want to know the answer to. Record these questions, too.



3. Decide what resources you will explore to find answers to your questions. What will you read (print or digital texts), watch, study and/or who you might talk to?

If you are researching online, make sure the website is credible. (That means it is trustworthy — you can trust the information to be true and up-to-date). Also check that the information is reliable. (That means the information is accurate, presents a balanced view vs. a biased one, and answers your question.)

Check out these short videos to learn how to check the credibility and reliability of websites:

- How to evaluate sources for reliability: <https://youtu.be/q1k8rcYUmbQ> [3:48]
- How to check if a website is credible: <https://youtu.be/jt-IZ5M6XU8> [1:39]

4. Figure out how you will document (show) everything you are learning about your inquiry question either digitally or by hand. There are lots of options:

- keep a written journal;
- create a note making template (like the one included on p. 50);
- construct a visual journal (e.g., photographs, videos, Sketchnote);
- write a blog (e.g., Wordpress, edublogs, Weebly for Education);
- link a series of mind maps or concept maps.

Remember to date each entry and explain why what you documented is important or how it is related to your inquiry question.

For example, I might find photographs of different types of masks and use PicCollage to document the different examples. Then, I might type a brief caption under each photograph explaining what the masks are made of and how they prevent the spread of COVID-19.

5. Determine how you will share your learning with your peers, in an authentic way. Think about how you best show what you know and how experts in the field might share their knowledge. There are lots of ways to do this, such as:

- record a podcast
- design a blog
- build a model
- develop an infographic
- make a video
- create an animation
- present a TED Talk with an accompanying slide show.

6. Finally, create a project timeline. List all the steps you need to take to finish your project and set deadlines for completing them. Online calendars or organizer apps, such as Trello, are helpful tools for managing projects. Use the strategy of working backwards to make sure you give yourself enough time to complete each step and not be rushed.

7. You are now ready to begin researching. Have fun!



INQUIRY PROJECT PLANNER

Topic: _____

Inquiry question:

This question is important to me because...

Research questions:

-
-
-
-
-

Resources I'll use:

How I will document my findings:

How I will share what I've learned:

Due:



INQUIRY RESEARCH ORGANIZER

HINTS:

- Use multiple valid sources
- Use the right keywords and search strategies to find relevant information

NOTE:

You may find fascinating facts that aren't connected to your question. If that's the case, just add a question and the answer. The fun part of researching is that you never know what fascinating facts are going to pop out at you.

Check Your Sources

Identify the source

- Is it true?
- Is it trustworthy?
- Is it current (up-to-date)?



Analyze the information

- Is it accurate?
- Is there any bias that should concern me?
- Does this answer my question?

Inquiry Question: _____

Q:	Q:
A:	A:



HELPFUL TEACHER RESOURCES ON INQUIRY-BASED LEARNING

Check out Trevor MacKenzie's website with links to podcasts, blogs, social media links, and other resources on Inquiry-based learning:

- <https://www.trevormackenzie.com>

His book, *Dive into Inquiry: Amplify Learning and Empower Student Voice*, offers a scaffolded approach to student inquiry: structured, controlled, guided, and free inquiry. It is a practical resource if inquiry-based learning is new to you.

John Spenser is another educator whose videos, blogs, and resources offer practical strategies and structures for engaging students in inquiry. Here are two to get you started:

- “Helping Students Ask Better Questions by Creating a Culture of Inquiry”
<https://medium.com/synapse/helping-students-ask-better-questions-by-creating-a-culture-of-inquiry-d1c4b0324a6f>
- “Using a Wonder Week to Spark Inquiry-based Learning”
<http://www.spencerauthor.com/wonder-week/>

Edutopia has a number of articles on student inquiry, including:

- “What the heck is Inquiry-based Learning?”
<https://www.edutopia.org/blog/what-heck-inquiry-based-learning-heather-wolpert-gawron>
- “Resources and Downloads to Facilitate Inquiry-based Learning”
<https://www.edutopia.org/article/inquiry-based-learning-resources-downloads>

* *Note:* All links in this document are listed at www.lesplan.com/links for easy access.

**SETTING THE TONE**

Setting a positive and empathetic tone in your classroom is essential to the exploration of sensitive issues.

1. It is recommended to co-create discussion norms with your students and, depending on their experience, review what each of these looks like and sounds like. Post them for regular classroom reference. These may include:
 - Listen respectfully and actively, without interrupting
 - Assume best intentions
 - Challenge ideas, not individuals
 - Commit to learning, not winning
 - Speak with evidence
 - Agree and disagree politely
2. Always give students the option to pass on a sensitive discussion topic and to choose other means of 'participation' instead, such as a personal journal entry, or partner/small group discussion.

BEFORE READING

1. **Know the topic:**
 - review the *Learning Outcomes* and the *At a Glance* points (found in the Before Reading section of the lesson plan accompanying the article) before presenting the article to students.
2. **Know yourself:**
 - consider your perspective on the article content and how you will respond to student questions.
3. **Know your students:**
 - anticipate student connections and/or triggers related to the article content.
 - anticipate how you might incorporate or respond to these connections.
4. **Find out what your students know:**
 - brainstorm as a class, talk with a partner, or write in response to a prompt, depending on students' backgrounds and life experience.
 - begin with basic questions (e.g., Who? What? Where? When?).
 - progress to more probing questions (e.g., How? Why?).
5. **Gather student ideas and questions:**
 - examine student ideas together.
 - determine commonalities.
6. **Help students make connections:**
 - how might this topic affect them, their family, or their friends?
 - are there connections that can be made to other topics you've studied (e.g., political, environmental, etc.)?

**7. Introduce the article:**

- share the *Learning Outcomes* (found in the Before Reading section of the lesson plan accompanying the article) with students.
- encourage them to focus their reading on these outcomes. You may assign specific outcomes to certain groups.
- invite them to note further questions about the topic as they read.

DURING THE DISCUSSION

When dealing with sensitive topics, it is important to actively facilitate the conversation and to monitor its progress:

- **Take the temperature of the discussion often.** Remind students of the discussion objective as needed. If the intensity of the discussion is escalating, remain calm and try to turn it into a learning experience. Don't avoid the issue, but defer it so that you can make a plan to deal with it at a later date.
- **Remind students of discussion norms as needed.** (e.g., "Remember our norms: challenge ideas, not individuals.")
- **Reword student comments/questions as needed.** (e.g., "What I think you are saying is... Is that correct?")
- **Correct misinformation.** (e.g., "What makes you say that? What evidence are you basing that idea on?")
- **Ask for clarification.** (e.g., "Can you explain that idea again?")
- **Review/summarize the main points of the article as needed.** (e.g., "Let's review our *Learning Outcomes*. Which of these do you feel you are able to do after today's discussion?")

AFTER THE DISCUSSION

It's important to build in reflection time for students to consolidate their experience. Their reflections will also help you prepare for future discussions:

- Ask students to reflect on the discussion and the ideas shared by other students, particularly those that they disagree with. Provide reflection prompts as needed. (e.g., What was the most important idea discussed today? What idea/perspective would you like to learn more about?)
- Ask students to self-assess their progress in achieving their goal norm for the discussion.



This rubric may be helpful in providing students with formative, strength-based feedback and/or assessing students' responses holistically. This easy-to-modify activity is included in the doc file which you can download from: www.lesplan.com/subscribers

	Emerging	Developing	Proficient	Extending
Supports thinking	Answers or reflections are brief and include obvious facts/details/ evidence.	Answers or reflections are general and supported with some relevant facts/details/ evidence.	Answers or reflections are clearly supported with specific, relevant facts/details/evidence.	Answers or reflections are insightful and supported with specific, relevant facts/details/ evidence.
Shows understanding	Responses show a basic understanding of the text, topic, issue or message.	Responses are thoughtful and show a general understanding of the text, topic, issue or message.	Responses are thoughtful and show a complete understanding of the text, topic, issue or message.	Responses are insightful and show a deep understanding the text, topic, issue or message. May synthesize ideas or explain the 'so what'.
Thinks critically	Makes straightforward connections or inferences. Focuses on retelling.	Makes logical connections to self (T:S) and/ or background knowledge (T:S). Inferences are logical.	Makes meaningful connections to self. Considers ideas between texts (T:T). Inferences are plausible.	Makes powerful connections that go between texts and/or beyond the text (T:W). Inferences are plausible and insightful.



SETTING A PURPOSE BEFORE READING

There are a number of reasons we read, and setting a purpose for reading – knowing WHY we are reading – helps us to focus on important information and to better understand and remember what we read. It also helps us decide HOW we will read the text.

We don't read all texts for the same purposes or in the same way. For example, we read an instruction manual for a new Blu-ray player for a different reason than we read a book or a website. How we will read it – the strategies we use – will also differ. We are more likely to skim to find the information we need in a manual. Once we find what we need, we might read the instructions carefully to figure out what to do. Then, we stop reading, put the manual down, and carry out the steps. We may have to reread if we get confused or forget what to do.

This is a very different approach than the one we would use to read a book. When we read a book, we usually read cover-to-cover. We read carefully so we don't miss any details because we want to understand the whole story. Sometimes we make connections or create images in our minds as we read to help us better understand what we are reading. Depending on its length, we may put the book down before we finish reading it but we will start reading where we left off.

Good readers are flexible and responsive. This means that they match their reading strategies to their purpose for reading. What types of text do you read? Why do you read them? What strategies do you use to read each of these texts? The chart below is a summary of the main purposes for reading and what each entails.

Purpose for reading	What it looks like
For enjoyment	Usually student-selected. Allows students to choose a variety of genres and forms. Allows students to pursue what interests them while developing reading skills.
To experience something new	Students make connections between their personal experiences and those of people around the world.
To learn more about themselves and others	Students reflect on what they've read and express opinions and perspectives. Students develop a sense of their personal values and make sense of the world around them.
To gain information	Students use the features of informational texts to gather, analyse and apply what they've learned.
To understand issues	Students develop a sense of perspective. Students pose questions, acknowledge other points of view, critique the opinions presented and support opinions with evidence.
To appreciate writing	Students respond to text in ways other than written answers to apply what they've learned in new contexts.
To appreciate use of media to communicate	Students respond to a variety of media formats (e.g., infographics, political cartoons, videos, etc.) and react to how the format supports the meaning of the message.

* Chart adapted from: A Guide to Effective Literacy Instruction, Grades 4-6, p. 11.

**ALBERTANS ARE GOING TO THE POLLS**

1. What will happen on May 29 in Alberta?

An election will decide which party will form the next government. (A close race is predicted.)

2. How many seats are in the Alberta legislature? How many seats does a party need to win the election?

There are a 87 seats. A party needs at least 44. (The legislature is located in Edmonton.)

3. Name the current premier of Alberta. Which political party does she lead?

Premier Danielle Smith leads the United Conservative Party. (The UCP held 63 seats at dissolution.)

4. Where is this party on the political spectrum? What does this party stand for? Explain.

The UCP is on the right of the political spectrum. It is conservative – it prefers less government programs and it supports individual freedoms and responsibilities. (Conservatives often favour tough-on-crime measures and low taxes.)

5. Name the current opposition leader. Which political party does she lead?

Rachel Notley is the leader of the New Democratic Party. (The NDP held 23 seats at dissolution.)

6. Where is this party on the political spectrum? What does this party stand for? Explain.

The NDP is left of centre. The NDP supports a mixed economy and believes government programs are needed to address issues such as poverty. (Left of centre parties usually favour public programs and government involvement in society – e.g. public health care and public education.)

7. Explain why the ridings in Calgary are especially important in this election.

Analysts say the results in Alberta's largest city (26 seats) could determine the election. (The pandemic emptied much of Calgary's downtown and businesses in the downtown core are hurting.)

8. What policy has the UCP proposed to revitalize downtown Calgary?

Ms. Smith wants to spend \$330 million on a new sports arena to replace the Saddledome, home of the Calgary Flames.

9. What policy has the NDP proposed to revitalize downtown Calgary?

Ms. Notley says an NDP government will build a \$200-million post-secondary campus.

**ALBERTANS ARE GOING TO THE POLLS**

10. List and describe at least two other key election issues.

- 1) **Frustration over how the UCP government handled the pandemic.** As the crisis wore on, officials waffled about lockdowns, vaccines, and mask mandates, and some people believe this made things worse.
- 2) **Government spending.** Alberta has a \$2.4-billion budget surplus, due to a rebounding oil and gas industry. The UCP government used some of this money to invest in health care and education.
- 3) **Taxes and the economy.** The UCP promised to lower personal income taxes by \$760 a year for people making over \$60,000. It also promised to extend the policy of not collecting provincial tax on gas and diesel fuels. NDP Leader Notley warned that cutting taxes could harm government revenue and cause economic instability. She said the NDP would use formulas and rules established by economists to control future spending. She also promised to further diversify Alberta's economy and lessen oil dependence.
- 4) **The pandemic revealed flaws in Alberta's healthcare system.** Ms. Smith proposed more user-pay private clinics and reduced wait times for medical procedures. She also promised the UCP would reduce red tape and ambulance bottlenecks. As well, her government will spend \$158 million to hire health workers. The NDP promised to recruit many healthcare workers. It also pledged to oversee the creation of teams made up of doctors, specialists, nurses, and mental health therapists so Albertans can get care quickly.
- 5) **Crime in urban areas.** Ms. Smith says her party will put 100 more police in high-crime areas and will spend more to help those with mental health and addiction issues. Ms. Notley's plan is for more money for police and 150 more street-level officers. She wants them to work in teams with social workers and mental health practitioners.

Quiz:

1. a; 2. c; 3. a; 4. True; 5. False; 6. False;
7. Kenney; 8. Calgary; 9. taxes; 10. *Answers will vary.*

INSTRUCTIONS

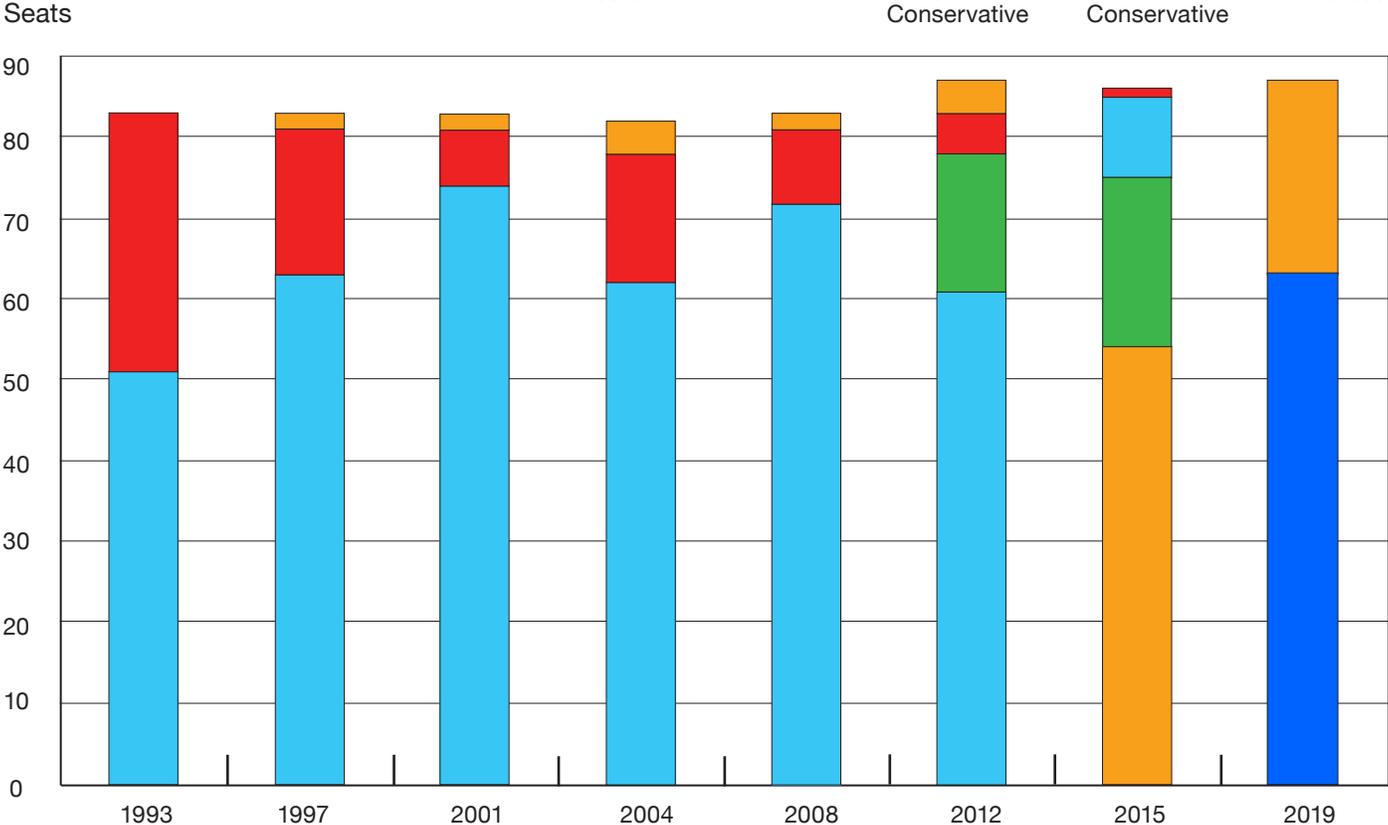
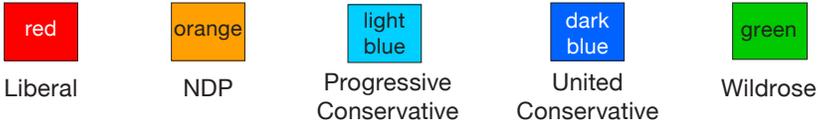
1. Use the link below to complete the table to show the results of the past eight Alberta elections:

<https://www.elections.ab.ca/elections/election-results/historical-results/>

Party	1993	1997	2001	2004	2008	2012	2015	2019
Liberal	32	18	7	16	9	5	1	0
NDP	0	2	2	4	2	4	54	24
Progressive Conservative	51	63	74	62	72	61	10	
United Conservative								63
Wildrose					0	17	21	

- Plot a bar graph to show each party's total seat count for each election from 1993 to 2019. Shade the part of each bar using the colours indicated below. (Major parties only)
- Label your graph with a proper title.
- Carefully examine your graph. What observations can you make and what conclusions can you draw?

Alberta Election Results (1993 - 2019)





KING CHARLES IS FORMALLY CROWNED

1. What important event occurred in September 2022 that affected the United Kingdom?

Queen Elizabeth II passed away. (She had ruled the UK since 1952 - 70 years.)

2. When and where was King Charles III's coronation held?

King Charles' coronation was held on May 6 in London. (He was the eldest son and heir to the throne.)

3. Why was the coronation delayed for eight months?

The crowning of a new monarch takes place after a period of mourning for the previous ruler. (Another reason for the delay is because an event of this scale requires much planning.)

4. What is the name of King Charles' official residence?

Buckingham Palace

5. Describe the procession from the palace to Westminster Abbey.

The king and his wife Camilla (Queen Consort) travelled from the palace to the 754-year-old Anglican church in a gilded wooden coach pulled by six grey horses. Flanking the couple were 1000 members of the British military. 30,000 police officers were stationed along the route. (This was the 40th coronation. Prime Minister Trudeau and many other leaders and dignitaries also attended.)

6. Who performed the coronation ceremony?

The Archbishop of Canterbury, head of the Church of England, conducted the ceremony.

7. Briefly describe at least two of the traditional objects that were part of the coronation ceremony.

- 1) **The Coronation Chair** – built in 1300 for Charles' ancestor Edward 1;
- 2) **Two golden scepters** – symbolizing good governance and allegiance to the Church;
- 3) **The Royal Orb** – a golden ball signifying Charles' role as a Christian leader;
- 4) **St. Edward's Crown** – nearly a foot tall and weighing 2.3 kg, was placed on King Charles' head.

8. How did King Charles try to modernize his coronation? Explain.

The new king invited leaders of other religions to participate to show that he respects all faiths. He also trimmed the guest list to 2000 (8000 attended his mother's coronation).

9. As king, what does Charles III lead beside the United Kingdom?

King Charles III heads the Commonwealth of Nations, a 56-country organization that is committed to democracy, gender equality, sustainable development, peace, and security. He is also head of state of 15 Commonwealth countries, including Canada, Australia, and New Zealand.

10. Why has support for the monarchy decreased over the years? Explain.

Many believe that the monarchy is outdated. Critics see it as a relic of colonialism, a period in history when Britain took control of less powerful countries and their riches and resources. Some former colonies like India are asking for the return of treasures taken by Britain during its rule.

**KING CHARLES IS FORMALLY CROWNED****Editorial Cartoon:**

1. On May 6, the coronation of King Charles III took place at Westminster Abbey. Charles became King when his mother, Queen Elizabeth II, passed away last September. Charles faces some obstacles as King. While 55 percent of Britons full support the monarchy, almost as many do not. Meanwhile, 14 percent of under-35-year-olds don't believe the monarchy is especially important. Added to this, Queen Elizabeth II was a very popular monarch – while many people do not particularly like Charles as a person.
2. The cartoon shows King Charles, dressed in coronation regalia and holding coronation symbols, standing in very large women's shoes – presumably those of his mother.
3. The cartoonist may be suggesting that King Charles III has some very large shoes to fill. He will struggle to be as popular as his mother in his role as the UK's new monarch, during a time when there is less support for the monarchy in general.
4. *Answers will vary.*

Quiz:

1. c; 2. c; 3. b; 4. True; 5. False; 6. False;
7. monarchist; 8. Buckingham; 9. India; 10. *Answers will vary.*

**SUDAN ON THE BRINK OF DISASTER**

1. What is the population of Sudan? How many Sudanese are farmers?

The population is about 47 million. About 80 percent of the population are farmers.

2. Describe this country's economy.

Farmers grow crops that include peanuts, wheat, sugarcane, tapioca, mangos, bananas, sweet potatoes, and sesame. In 2021, Sudan's main export was oil, which was valued at just under \$400 million (US). Sudan is one the world's poorest countries. The average annual income is just over \$1000 (CA).

3. List at least three other important facts about Sudan.

1) It is located in northeast Africa. 2) At nearly two million square kilometres, it's slightly smaller than Nunavut. 3) Most of Sudan's population is Muslim, with a small Christian minority. 4) The capital is Khartoum, which has a population of over five million. 5) Arabic is the main language. 6) President Abdel Fattah al-Burhan is the head of state. 7) In 2011, South Sudan broke away from Sudan.

4. Who was the leader of Sudan from 1989 until 2019?

President Omar al-Bashir.

5. Where is he now?

Mr. al-Bashir is in a Sudanese jail. He is also wanted by the international criminal court on charges of genocide and other crimes.

6. Explain how and why he ended up there.

Mr. al-Bashir was a cruel dictator. He was leader during a 16-year-long civil war that began in 2003 in the eastern region of Darfur. Some 300,000 people died during this war and over two million were displaced. In 2019, protests called for Mr. al-Bashir to step down and for the nation to transition to democracy. Sudan's Armed Forces (SAF) ousted Mr. al-Bashir.

7. Name the new leader of Sudan who took over in 2019.

The head of the military, General Abdel Fattah al-Burhan, became president.

8. Explain who the Rapid Support Forces are. Who is the leader of this armed group?

General Mohamed Hamdan Dagalo (a.k.a Hemedti) commanded the Arab Janjaweed militias in Darfur. During the war, General Dagalo worked with the regular army and used brutal tactics to squash the rebellion. The Janjaweed have evolved into the Rapid Support Forces (RSF) and are still led by General Dagalo.

9. When did the recent fighting start in Sudan? How have people been affected?

Violence began on April 15. By mid-May, over 600 people had died and 5000 more were wounded. (About 160,000 people fled Sudan. Another 700,000 people have been displaced inside Sudan.)

**SUDAN ON THE BRINK OF DISASTER**

10. What was the reason for the outbreak of violence?

President al-Burhan wanted to merge the RSF into the regular army. General Dagalo was opposed. The RSF has a big stake in the gold mines of Darfur, which help fund RSF troops. If General Dagalo's forces merged with the regular army, he would likely give up power over the gold mines – and his fighters – to President al-Burhan. That would weaken his influence significantly.

Quiz:

1. d; 2. c; 3. a; 4. True; 5. False; 6. True;

7. coup; 8. Janjaweed; 9. Rapid; 10. *Answers will vary.*



THE GIFT OF LIFE – ORGAN DONATION

1. Which two living organ donor donations are the most common?

The most common are one kidney or part of the liver.

2. List at least four other organs that can be transplanted.

Organs that can also be donated include: 1) heart; 2) lungs; 3) pancreas; 4) small intestine; 5) eyes; 6) bone; 7) skin; and 8) heart valves. (It's possible for one donor to save up to eight lives, and benefit more than 75 people.)

3. How many transplants were performed in Canada in 2021?

2782 life-changing transplants occurred in 2021. (However, over 4000 patients are on a wait list.)

4. Where do the Humboldt Broncos play hockey?

The Humboldt Broncos are from Saskatchewan. (They are a 'Junior A' hockey team. Junior hockey is a level of competitive ice hockey for amateur players between 16 and 21 years old.)

5. What tragic event did this team experience five years ago?

On April 6, 2018, a transport truck struck the team bus. 13 passengers survived; 16 died. (The victims included 10 players, two coaches, a statistician, a broadcaster, the bus driver, and an athletic therapist.)

6. Who was Logan Boulet? **21-year-old defenceman Logan Boulet died in the crash.**

7. Describe the how Logan Boulet became an organ donor. Who inspired him to do this?

Just weeks before the accident, his coach inspired him to sign an organ donation card. (One day after the crash, Logan's heart, lungs, liver, kidneys, pancreas, and corneas were transplanted successfully.)

8. What is the "Logan Boulet Effect"? Explain why it is still continuing.

The 'Logan Boulet Effect' is the inspiration that Logan gave to Canadians as a young organ donor. In the weeks after the accident, some 150,000 people registered to become organ donors. Five years after the tragedy, the 'Logan Boulet Effect' continues to inspire Canadians to sign up. Logan's parents travel widely, sharing his story and hoping to inspire others to give the gift of life. (Canadians still tell Logan's parents that they registered for organ donation after hearing Logan's story.)

9. When is Green Shirt Day?

Green Shirt Day is celebrated April 7 across Canada in Logan's honour.

10. What is the purpose of this special day? What colour is associated with this day? Explain.

The purpose of Green Shirt Day is to create awareness and inspire people to register as organ donors. Green is the official colour of organ and tissue donation. It represents the hope donors provide to patients in need.

Quiz: 1. d; 2. c; 3. c; 4. True; 5. True; 6. False; 7. dialysis; 8. immune; 9. green; 10. *Answers will vary.*

Current Events, Clearly Explained



Students want to know what's happening in their world – but the news can be difficult and time-consuming to teach.

WE HAVE THE SOLUTION. (Five, actually.)

The Canadian Reader

PDF/Word resource

- ✓ Clearly written, leveled Canadian current events articles
- ✓ Literacy-based lesson plans
- ✓ Engaging, original illustrations
- ✓ Comics
- ✓ Map assignments



Product details: 8 issues. 36 pages. Available in English and in French for grades 3 and up.

Currents4Kids.com News4Youth.com

- ✓ **Online** interactive resource
- ✓ Weekly news stories
- ✓ Auto-graded quizzes
- ✓ Comment page for students to respond to the stories
- ✓ Links to relevant articles, resources, maps, photos and videos
- ✓ Extension activities



Product details: 40 issues. **One subscription** allows all teachers and students access from any Internet-connected device at any time. Available in English and in French.
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News4Youth/Infos-Ados: Grades 7 and up.

What in the World?

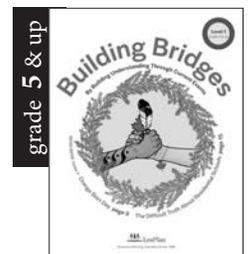
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- ✓ Background information
- ✓ Varied assignments that build content-area knowledge and enhance critical thinking
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Building Bridges

- ✓ PDF/Word resource
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- ✓ Two theme-based articles and lesson plans
- ✓ Background information
- ✓ Consistent with First Peoples Principles of Learning
- ✓ Encourages a respectful, reflective, empathetic, and inquiring frame of mind



Product details: 5 issues. Variable page length. Available in English and in French, and in two reading levels, for grades 5 and up.

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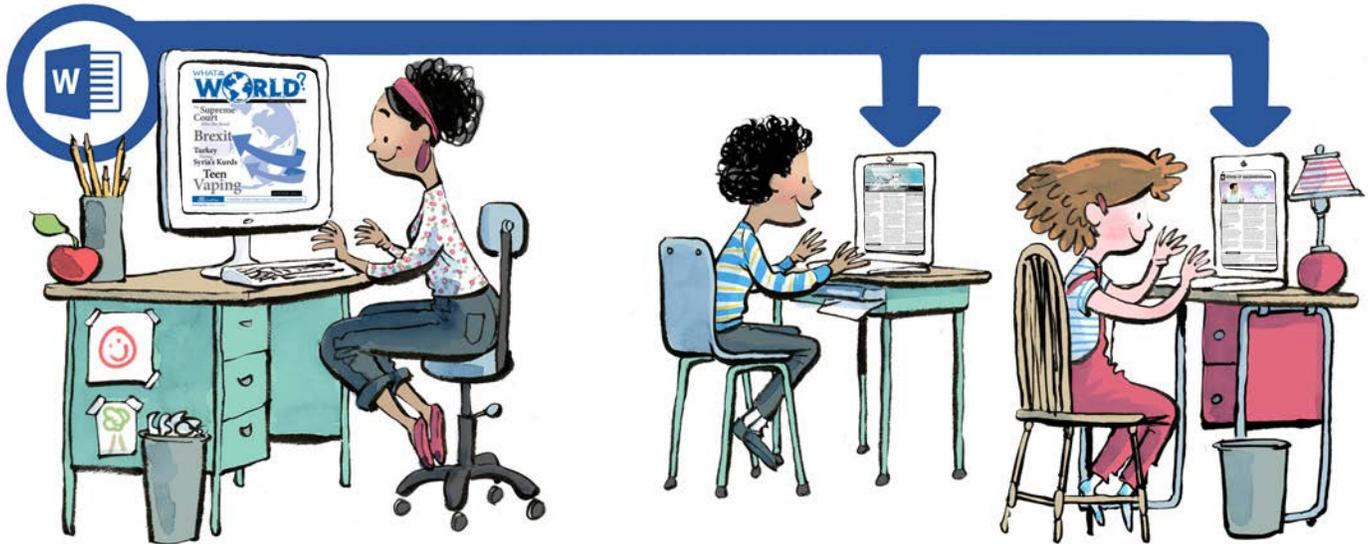
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Did you know...

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Students can complete assignments directly in the Word file. Teachers can email the file to students or post it on the Internet. The Word file also allows teachers to:

- easily modify and format content including changing **fonts** and **text sizes**
- create a PDF document and use **Adobe Reader's** 'Read Out Loud Mode'
- save paper and copying costs and help protect the environment
- promote and encourage students' computer skills

Password Security

There are **three** ways to access data from a Word file that is password protected:

- 1) Select the data you wish to **Copy** and then **Paste** it into any word processing program. Use **Select All** to copy the entire document.
- 2) Import the entire Word file into **LibreOffice** (or another similar program) and then save as a new file
- 3) To remove the password from a protected Word file, use **Save As** to make a new copy of the file. You can then change the **Security** settings and remove the password.

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- You can easily upload the Word file to **Google Docs** and share it with students or other teachers.
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2022 – 2023 Publication Schedule

What in the World? Level 2

Issue 1: August 25
Issue 2: September 26
Issue 3: October 24
Issue 4: November 28
Issue 5: January 9
Issue 6: February 21
Issue 7: April 3
Issue 8: May 15

Level 1

Issue 1: August 29
Issue 2: September 28
Issue 3: October 26
Issue 4: November 30
Issue 5: January 11
Issue 6: February 23
Issue 7: April 5
Issue 8: May 17

The Canadian Reader

Issue 1: August 30
Issue 2: September 30
Issue 3: October 28
Issue 4: December 2
Issue 5: January 13
Issue 6: February 24
Issue 7: April 11
Issue 8: May 19

Le Monde en Marche Niveau 2

Numéro 1 : 29 août
Numéro 2 : 3 octobre
Numéro 3 : 31 octobre
Numéro 4 : 5 décembre
Numéro 5 : 16 janvier
Numéro 6 : 27 février
Numéro 7 : 11 avril
Numéro 8 : 23 mai

Niveau 1

Numéro 1 : 1^{er} septembre
Numéro 2 : 5 octobre
Numéro 3 : 2 novembre
Numéro 4 : 7 décembre
Numéro 5 : 18 janvier
Numéro 6 : 1^{er} mars
Numéro 7 : 12 avril
Numéro 8 : 22 mai

Nos Nouvelles

Numéro 1 : 2 septembre
Numéro 2 : 7 octobre
Numéro 3 : 4 novembre
Numéro 4 : 9 décembre
Numéro 5 : 20 janvier
Numéro 6 : 3 mars
Numéro 7 : 14 avril
Numéro 8 : 26 mai

Building Bridges Level 2

Issue 1: August 23
Issue 2: November 14
Issue 3: January 16
Issue 4: March 13
Issue 5: May 8

Building Bridges Level 1

Issue 1: August 26
Issue 2: November 16
Issue 3: January 18
Issue 4: March 15
Issue 5: May 10

Bâtir des ponts Niveau 2

Numéro 1 : 22 août
Numéro 2 : 21 novembre
Numéro 3 : 23 janvier
Numéro 4 : 20 mars
Numéro 5 : 15 mai

Bâtir des ponts Niveau 1

Numéro 1 : 24 août
Numéro 2 : 23 novembre
Numéro 3 : 25 janvier
Numéro 4 : 22 mars
Numéro 5 : 17 mai



Currents4Kids

Every **Monday** from August 29 – June 12, except December 19 and December 26.

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			5 issues (Sept. - May)		
<i>Building Bridges</i> - Level 1	English	Grades 5 and up	<input type="checkbox"/> \$150		
<i>Building Bridges</i> - Level 2	English	Grades 8 and up	<input type="checkbox"/> \$150		
<i>Bâtir des ponts</i> - Niveau 1	Français	À partir de la 5 ^e année	<input type="checkbox"/> 150 \$		
<i>Bâtir des ponts</i> - Niveau 2	Français	À partir de la 8 ^e année	<input type="checkbox"/> 150 \$		
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Publication	Language	Grade Level	Price		Amount
			20 issues (Sept. - Jan.)	40 issues (Sept. - June)	
<i>Currents4Kids</i>	English	Grades 3 and up	<input type="checkbox"/> \$115	<input type="checkbox"/> \$230	
<i>News4Youth</i>	English	Grades 7 and up	<input type="checkbox"/> \$115	<input type="checkbox"/> \$230	
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